EDCI 597 - A01: Teach & Learn Difficult Hist (SEED 505)
3 Credits
Summer 2024
Monday, Wednesday, Friday: 4:30 p.m. - 7:10 p.m.
Class Location: Fairfax Campus, Thompson Hall 1020

Instructor: Dr. Lynda Herrera
Office Hours: By appointment in person or via Zoom https://gmu.zoom.us/j/2601356921
Office Location: SEED Program office Thompson Hall 1801; Fairfax campus
Email: lherrer8@gmu.edu
Office Telephone: Please call mobile telephone
Mobile Telephone: 917-703-1404 (for voice calls only between the hours of 9 a.m.- 5 p.m.; no texts please)
Synchronous Class Zoom Link: https://gmu.zoom.us/j/2601356921

University Catalog Course Description

Examine and assess the issues, concepts, and problems of secondary education practice related to difficult history, the study of traumatic historical events and moments. Create culturally responsive, student-centered secondary education lesson plans focused on a difficult history topic. Offered by the School of Education. May be repeated within the degree for a maximum of 6 credits.

Prerequisites/Corequisites

Suggested Prerequisite: SEED 567

Course Overview

Difficult history is the study of traumatic historical events and moments. Difficult histories can be upsetting, infuriating, shameful, and painful for both learners and teachers encountering the narratives, artifacts, and legacies within those histories. This course equips secondary education pre-service teachers with the abilities to (1) appraise the importance of teaching difficult histories; (2) interpret the research literature on teaching and learning difficult history; (3) evaluate current curricular resources and pedagogical strategies to teach difficult histories in a culturally responsive way; (4) support the teaching and learning of historical thinking skills with specific difficult history curriculum content; (5) create instructional materials for the teaching of difficult histories. Students will participate in off campus educational excursions to museums and historical sites centered around difficult histories.

Course Delivery Method

This course will be delivered using a hybrid format, with face-to-face, asynchronous, synchronous sessions format via Blackboard Learning Management system (LMS) housed in the MyMason portal. The course site will be available on May 12, 2024. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, student presentations in a hybrid format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. A few synchronous and asynchronous teaching methods will be employed during the semester. As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!! Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers.
  - To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  - To get a list of supported operation systems on different devices see:https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/
- Expectations
  - Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
  - Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
  - Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
  - Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
  - Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
  - Workload: Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
  - Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
  - Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
  - Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES/OBJECTIVES

This course is designed to enable students to do the following:

Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
(1) appraise the importance of teaching difficult histories.	Active participation in class discussions Article Readings/Video/Podcast listening assignments In Class assignments Professional Development of a Social Studies Educator Social Studies Literature Circles Educational Excursion Teach it to us: Difficult History

(2) interpret the research literature on teaching and learning difficult history.	Active participation in class discussions Article Readings/Video/Podcast listening assignments In Class assignments Professional Development of a Social Studies Educator	
(3) evaluate curricular resources and pedagogical strategies to teach difficult histories.	Active participation in class discussions Article Readings/Video/Podcast listening assignments In Class assignments Professional Development of a Social Studies Educator Social Studies Literature Circles Educational Excursion Teach it to us: Difficult History	
(4) support the teaching and learning of historical thinking skills with specific difficult history curriculum content.	Active participation in class discussions Article Readings/Video/Podcast listening assignments In Class assignments Professional Development of a Social Studies Educator Social Studies Literature Circles Educational Excursion Teach it to us: Difficult History	
(5) create instructional materials for the teaching of difficult histories.	Active participation in class discussions Article Readings/Video/Podcast listening assignments In Class assignments Professional Development of a Social Studies Educator Educational Excursion Teach it to us: Difficult History	

Professional Standards

Upon completion of this course, students will have met the following professional standards:

1) Identify and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC): https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

2) Identify and be able to apply the Standards for Social Studies Teacher Education as outlined by National Council for the Social Studies (NCSS) https://www.socialstudies.org/standards/national-standards-preparation-social-studies-teachers

   - Standard 1. Content Knowledge - Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
   - Standard 2. Application of Content Through Planning - Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
   - Standard 3. Design and Implementation of Instruction and Assessment Candidates - design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
   - Standard 4. Social Studies Learners and Learning - Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
   - Standard 5. Professional Responsibility and Informed Action - Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

REQUIRED TEXTS AND SOURCES

Graphic Novel:
- Spiegelman, A. (1996). *The Complete Maus: A Survivor's Tale*. Knopf Doubleday Publishing. Please note: this is a graphic novel with vol. 1 & 2 combined; recommend hard copy purchase.

Podcasts:
- **Jeffries, K. (Host). (N.D.).** Dealing With Things As They Are: Creating A Classroom Environment | Learning For Justice (Episode 4) In Teaching Hard History Podcast | Learning for Justice Season 1 of American Slavery. https://www.learningforjustice.org/podcasts/teaching-hard-history
- **Jeffries, K. (Host). (N.D.).** Hard History in Hard Times - Talking With Teachers | Learning for Justice (Episode 14) Teaching Hard History Podcast | Learning for Justice Season 2 of American Slavery. https://www.learningforjustice.org/podcasts/teaching-hard-history

Subscription:

- New York Times Education – Free. Create a login account via GMU libraries.   Access subscription to NYT: https://infoguides.gmu.edu/nytimesonline Access to NYT Education: https://infoguides.gmu.edu/c.php?g=994421&p=7195523, FREE

Membership:

- Join National Council for the Social Studies; student membership, www.socialstudies.org, choose any journal; ~$46

Required Course readings/articles:

- Posted on Blackboard in Course Content folder labeled "*course readings*"
  - Miner, B. (2007). Why Students Should Study History: An Interview with Howard Zinn. Rethinking Our Classrooms Teaching for Equity and Justice, VOL 1: Teaching for Equity and Justice, Eds. Au, W, Bigelow, B, & Karp, S., 8-14.
  - Pace, Judith L. "How Can Educators Prepare for Teaching Controversial Issues? Cross-National Lessons." *Social Education* 85.4 (2021): 228–233.
  - Waring, S. M. (Ed.). (2023). Using Inquiry to Prepare Students for College, Career, and Civic Life: Secondary Grades. Silver Spring, MD: National Council for the Social Studies
    - Chapter 9: Can We Believe What We Learn from Museums and other Historic Sites?
    - Chapter 10: How Should Teachers Teach Controversial History?
- *Assigned Group Readings*: One of the below will be assigned to student; posted on Blackboard in Course Content folder labeled "*Assigned group readings*"
  - Gibson, M. T. & Reich, G.A. (2017). Confederate monuments: Heritage, racism, anachronism, and who gets to decide? *Social Education, 81*(6), 356-362.
  - Gross, M.H. & Terra, L. (2018). What makes difficult history difficult? *Phi Delta Kappan, 99*(8), 51-56.
  - Jeff Byford , Sean Lennon & William B. Russell (2009) Teaching Controversial Issues in the Social Studies: A Research Study of High School Teachers, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 82:4, 165-170, DOI: 10.3200/ TCHS.82.4.165-170
  - Lewis B. Teaching difficult histories: Approaches for the classroom. *Agora*. 2021;56(3):49-51.
  - Salinas, C., Blevins, B., & Sullivan, C.C. (2012). Critical historical thinking: When official narratives collide with *other* narratives. *Multicultural Perspectives, 14*(1), 18-27.
  - Zimmerman, Jonathan, and Emily Robertson. "The Controversy over Controversial Issues." *Phi Delta Kappan* 99.4 (2017): 8–14.
- *Optional* Supplementary Readings: accessed through Mason Libraries

Barbieri, Kim. "Hear My Voice! Teaching Difficult Subjects with Graphic Organizers." *Social Education* 75.6 (2011): 301–309Doppen, F. H. (2000). Teaching and learning multiple perspectives: The atomic bomb. *The Social Studies, 91*(4), 159-169.

Finkelstein, A. (2020). Lost cause "ocean to ocean:" Memory, space, and the Jefferson Davis Highway in the West. In M. M. Bender & K. S. Szlezák (Eds.), *Contested commemoration in U.S. history: Diverging public interpretations* (pp. 73-93). Routledge.

Gibson, L. (2018). Ethical judgments about the difficult past: Observations from the classroom. In M. Gross & L. Terra (Eds.), *Teaching and learning the difficult past: Comparative perspectives* (pp. 81-116).

Hubbell, B. (2019, February 9). Less scrambling, more reflecting: Unpacking simulations of imperialism and how we can better teach about the Berlin Conference, the European Colonization of Africa, and African resistance. *Liberating Narratives: http://www.liberatingnarratives.com/2019/02/09/less-scrambling/*.

King, L.J. & Woodson, A.N. (2017). Baskets of cotton and birthday cakes: Teaching slavery in social studies classrooms. *Social Studies Education Review, 6*(1), 1-18.

Kitamura, H. & Stoddard, J. (2018). The bomb and beyond: Teaching nuclear issues through popular culture texts. *Social Education, 82*(3), 149-150, 151-154.

Kreikemeier, A. (2020). Whose heritage? U.S. history textbooks, American exceptionalism, and hispanophobia. In M. M. Bender & K. S. Szlezák (Eds.), *Contested commemoration in U.S. history: Diverging public interpretations* (pp. 131-148). Routledge.

Levy, S.A. & Sheppard, M. (2018). "Difficult knowledge" and the Holocaust in history education. In S.A. Metzger & L.M. Harris (Eds.), *The Wiley International Handbook of History Teaching and Learning* (pp. 365-387). Wiley.

Manfra, M. M. and Stoddard, J. (2008). Powerful and authentic digital media and strategies for teaching about genocide and the Holocaust. *The Social Studies*, 99(6), 260–64.

Marcus, A.S., Metzger, S.A., Paxton, R.J., & Stoddard, J.D. (2018). *Teaching history with film: Strategies for secondary social studies* (2nd ed.). Routledge.

Marks, M.J. (2017). Teaching the Holocaust as a cautionary tale. *The Social Studies, 108*(4), 129-135.

Morris, A. (2019, January 22). What is settler-colonialism? *Teaching Tolerance Magazine*.

Pyle, K.B. (2015). Hiroshima and the historians: History as relative truth. *Asia-Pacific Review, 22*(2), 14-27.

Reich, G.A. (2020). Monumental refraction: Monuments, identity, and historical consciousness. *Historical Encounters, 7*(1), 1-23.

Shear, S.B., Knowles, R.T., Soden, G.J., & Castro, A.J. (2015). Manifesting destiny: Re/presentations of indigenous peoples in K-12 U.S. History standards. *Theory & Research in Social Education, 43*(1), 68-101.

Southern Poverty Law Center (2018). *Teaching hard history: American slavery*. Southern Poverty Law Center.

Stanton, C. (2019). "Now you can't just do nothing": Unsettling the settler self within social studies education. *Social Education, 83*(5), 282-289.

Teaching Tolerance (2019). *Teaching hard history: A 6-12 framework for teaching American slavery*. Southern Poverty Law Center.

Totten, S. & Feinberg, S. (Eds.). *Essentials of Holocaust education: Fundamental issues and approaches*. Routledge. (Selected chapters).

Course Performance Evaluation

- o **Students are expected to submit all assignments in the appropriate Blackboard assignment or VIA online submission system.**
- o **Assignments are due at 4:30 on the date indicated, unless otherwise indicated.**
- o **Late work will not be accepted without a prior request.**
- o **All submitted work must be typed unless otherwise indicated. See class protocol for additional information**
  - • **Assignments and/or Examinations**

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Professional Development of a Social Studies Educator	50	May 17
Social Studies Literature Circles Reflection Paper	150	May 27
Educational Excursion	300	June 5
Teach it to us: Difficult History - *This is the Key Task/INTASC Assessment	400	Articles: May 22 Infographic draft: June 7 Infrographic, Lesson, and presentation: June 12 Four corner reflection: June 13
TOTAL	100	

The 1000 points are converted to the 100-point grading scale below.

COURSE PERFORMANCE EVALUATION

Graduate Grading Scale:

Graduate Grading Scale				
Grade	**Standards**	**Grading**		**Graduate Courses**
A	Meets Standard	95 – 100	Satisfactory / Passing	"A" level score = Student work is well-organized, exceptionally thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
A-	Meets Standard	90 – 94	Satisfactory / Passing	
B+	Approaches Standard	87 – 89	Satisfactory / Passing	"B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified. Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
B	Approaches Standard	83 – 86	Satisfactory / Passing	
B-	**Does Not Meet Standard**	80 – 82	*B- is not a passing course grade for licensure*	
C	**Does Not Meet Standard**	70 – 79	*C is not a passing course grade for licensure*	"C" level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
F	**Does Not Meet Standard**	Below 70	*F is not a passing course grade for licensure*	"F" level score = Student work is so brief that any reasonably accurate assessment is impossible.
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.				

ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

Assignment 1: Active Participation/ Protocol Adherence

DUE: Ongoing
POINTS: 100

PURPOSE: Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place. Students are expected to attend all class periods of courses for which they register. Class attendance and participation with the whole group, in constructive peer groups (CPG), and in 1-on-1 conferences are important - not only to the individual student, but to the class as whole. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptional understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Absences, tardiness, or early departures are indicators of nonparticipation, and as a result, lower the grade.

PROCEDURE: Attendance is a prerequisite for class participation, absences and tardiness will have a negative impact on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions and off-task activities (i.e., texting, reading email, etc....). This applies to in-person AND online classes.

Rubric

	Acceptable	Unacceptable
Active participation /75	-participates *actively* in each class discussion and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc....). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of completion of course tasks -online classes: Students maintain video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog -attends all class sessions on time, remains in class sessions for the duration.	-does not participate *actively* in each class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings and pre-class assignments - no evidence of completion of course tasks -online classes: Students maintain video "off" status -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from ____ class session -tardy to ____ class sessions -departed ____ class sessions early
Protocol policy /25	-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing. -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -mobile telephones are silent. -emergency telephone calls are taken outside of the classroom. -professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -uses professional and ethical judgment when posting messages on social media networks. (NOTE: DO NOT post pictures of children or classmates on <u>any</u> social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog - does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog

Assignment 2: Professional Development of a Social Studies Educator

DUE: May 17
POINTS: 50

PURPOSE: Teaching excellence is promoted by professional organizations and knowledge of content curriculum. Membership in the National Council for the Social Studies (NCSS) and a FREE subscription to NYT Education will expose you to resources specific to Social Studies such as current research, lesson plans, unit plans, professional events, and primary sources as well as continued engagement in Social Studies beyond your time at Mason. **You will use this membership for course assignments.**

PROCEDURE:
1. Join NCSS (www.socialstudies.org) as a STUDENT MEMBER. Subscribe to the journal that most aligns with your interests: Social Education, Middle Level Learning, Social Studies and the Young Learner, Theory and Research in Social Education.
2. Subscribe to New York Times Education – Free. Create a login account via GMU libraries.   Access subscription to NYT: https://infoguides.gmu.edu/nytimesonline THEN Access NYT Education: https://infoguides.gmu.edu/c.php?g=994421&p=7195523, FREE
3. Upload a screenshot of your NCSS membership and your subscription to the NYT Education

Rubric Professional Development of a Social Studies Educator

	Excellent	Emerging	Unacceptable
NYT Education subscription /25	-subscribes to NYT Education - produces a confirmation email by due date	-produces a confirmation email late without approved extension	--does not subscribes to NYT Education - does not produces a confirmation email by due date
National Council of The Social Studies Membership /25	-becomes a student member of National Council of The Social Studies by the due date. -chooses journal of interest -produces a confirmation email or membership card by the due date.	-becomes a student member of National Council of The Social Studies with prior approved extension due date. -produces a confirmation email or membership card late without approved extension	-does not become a student member of National Council of The Social Studies. -membership is not completed by the due date. -does not choose a journal. -does not produce a confirmation email or membership card by the due date.

Assignment 3: Social Studies Literature Circles

DUE: Literature Circle Meeting: May 22
          Reflection Paper: May 27
POINTS:150

PURPOSE:
Social studies curricula should not occur in a vacuum. It is important to use an interdisciplinary approach when examining social studies topics when teaching difficult histories by reading, investigating, discussing, and analyzing a historical non-fiction or fictional text in a literature circle.

PROCEDURE:
- You will be placed in a literature circle with other classmates and, together, discuss **Art Spiegelman's The Complete Maus: A Survivor's Tale**. Note: this title includes Vol 1&2.
- First, you will independently read the chosen graphic novel.
- You will meet with your literature circle for a 20-minute discussion during class time.
- Your group discussion and reflection paper (see next bullet) should focus on the following questions:
  - Briefly describe the content covered in this graphic novel (NO MORE THEN 3 SENTENCES).
  - In what ways do you predict students will relate to this graphic novel?
  - How is the graphic novel appropriate to teach social studies content?
  - How is the novel appropriate for middle school? High school?
  - What role do historical novels/ graphic novels play in a secondary classroom?
  - How did your historical knowledge change regarding this topic (The Holocaust, WWII, Nazi Germany) because of reading this graphic novel?
  - How would you teach the topic of the holocaust or WWII using this text?
  - What are your overall thoughts/personal feelings regarding the graphic novel?
  - What would you change about the graphic novel if you could?
  - How does this graphic novel connect to the other sources you were required to view/read – be specific in using direct quotes from the other sources in your connection?
  - Cite one groupmate's comment that you agree with or do not agree with – explain your position.
  - Thinking about the SEED seeds: Reflection and Inquiry: How does this assignment connect to reflection and inquiry for you as a teacher and for your students? (Note: This question is specific to SEED 505)
- After your literature circle discussion, you will write a 1000-word (4 pages) reflection paper addressing each bullet above. Be sure to provide specific, thoughtful responses. (Note: This word limit is specific to SEED 505)

Rubric for Literature Circles

	Excellent	Adequate	Unacceptable
Literature circle discussion /50	-read entire graphic novel - was prepared for literature circle discussion -fully participated in literature circle discussion -focused on the given questions - literature circle discussion was respectful of other students	-was mostly prepared for the literature circle discussion -partly participated in the literature circle discussion -mostly focused on the given questions.	-did not read the text and -was not prepared for the literature circle meeting -did not participate in literature circle discussion -was not focused on the given questions - dominated discussion in literature circle discussion -showed disrespect to classmates during literature circle discussion
Reflection /75	-writes a reflection that answers each discussion question with detail, thought, and reflection with respect to the social studies content.	- writes a reflection that answers each discussion question addressing social studies content with some detail, thought, and reflection.	- writes a reflection that does not address each question, provides little detail, or does not reference the social studies content. -does not provide detail, thought, or reflection in the written reflection
Quality /25	-format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).	-format and writing flow well and are easy to read with only minor typos and mistakes.	-format and writing are incomplete, disorganized, unedited, and/or difficult to follow.

DUE: (Excursion Packet, photo, and reflection) June 5
POINTS: 300

PURPOSE:
Educational Excursions (aka Field Trips) often occur in schools with little connection to the classroom, student lives, or to content. Educational excursions should not be viewed as a day off, but as an opportunity for students to better connect with the curriculum and the world around them. It is important for you to see educational excursions as a way for students to have a hands-on experience that allows them to delve deeper into the social studies curriculum and better connect with the community and world around them. The focus of this excursion is on the difficult history that museums share through the eyes of your identity group.

PROCEDURE:
- **Read:** Chapter 9: Can We Believe What We Learn from Museums and other Historic Sites? In Waring, S. M. (Ed.). (2023). *Using Inquiry to Prepare Students for College, Career, and Civic Life: Secondary Grades.* Silver Spring, MD: National Council for the Social Studies
- You will be **assigned an identity group for your assignment 5**: **Teach it to us: Difficult History. You will focus on that identity group for this assignment (**Native people Identity Group, African American Identity Group, Jewish Identity Group, Asian Identity Group, Women Identity Group, Hispanic/Latino Identity Group)
- **Educational excursion to the Smithsonian Museum:** You have a choice to attend this excursion on your own or meet with the class on Saturday, June 1st. It is highly recommended that you attend with your group. Take a picture at the museum as evidence of attendance. I highly recommend planning to use your smart phone to take photographs – ensure your smart phone is fully charged.
  - We will begin at the United States Holocaust Memorial Museum at 10am to proceed through Daniel's Story as a group.
  - We will then break off into smaller groups based on your assigned identity group and visit one additional museum:
    - Jewish Identity Group: United States Holocaust Memorial Museum Plan Your Visit — United States Holocaust Memorial Museum (ushmm.org)
      - Entry timed ticket for 11AM
    - Native people Identity Group: National Museum of the Native American Visit Washington, DC | National Museum of the American Indian;
      - Free entry, no ticket needed.
    - African American Identity Group: National Museum of African American History and Culture; A People's Journey, A Nation's Story | National Museum of African American History and Culture (si.edu)
      - Entry timed ticket for 11:15AM
    - Asian Identity Group: National Museum of American History Home | National Museum of American History (si.edu) OR Homepage - National Museum of Asian Art
      - Free entry, no ticket needed.
    - Women Identity Group: National Museum of American History Women's History | National Museum of American History (si.edu) or Current Exhibitions | Smithsonian Institution (si.edu)
      - Free entry, no ticket needed.
    - Hispanic/Latino Identity Group: National Museum of American History National Museum of American History (si.edu) ¡Presente! A Latino History of the United States | Smithsonian Institution (si.edu)
      - Free entry, no ticket needed.

- **This is an individual assignment – not a group assignment even though you visit the museum as a group.**
- **Create an educational excursion packet:** Imagine you are a current high school teacher. You have decided to take your high schoolers to this museum. While at the museum, you will think about your identity group and **focus on one part of their historical story**. With that in mind, you will create a 3-part educational excursion packet as if you were teaching this historical story to a high school class. What would you want your students to focus on during their visit to this museum? How would you guide them? You do not want to include EVERYTHING in the museum for them to focus on but make informed decisions around the historical story. See the below chart for detailed expectations. **Be sure to examine the guide below BEFORE you attend the museum.**

- A byproduct of this excursion will also be to gather materials and evidence to use in your Assignment 5: **Teach it to us: Difficult History**
- **Reflection:** Some would argue that visiting this museum should be mandated (**if logistics were not an issue**!) because it teaches us the difficult history that your identity group faced. Do you agree? Explain why? 750 words (3 pages), well written essay, make your argument answering this question in a reflective, thoughtful way **using evidence** from your excursion to the museum. (Note: This word limit is specific to SEED 505)

Sections of Educational Excursion	
SECTION 1 Details	List the grade. List the **SOL associated with your historical story.** What is the essential question your educational excursion focuses on in relationship to your identity group?
SECTION 2 Guide	**Create an actual, detailed guide** to assist students during their excursion. Yes...you are creating a document your students would have with them when they go on the excursion. There should be a place for student name, numbered items, pictures, if necessary, etc.... Think of the logistics of this assignment – will students be in pairs or groups of 4? Will they answer the questions as they progress through the excursion or afterwards? This should be in the directions on the document for the students. This does not need to be overly elaborate to be effective. The goal of this section is for students to focus on the important aspects of the museum or museum exhibit– instead of just wandering around. The guide is aligned with the essential question in section 1.
SECTION 3 Post-trip activity	**Write a paragraph** that describes specifically what you will do in your classroom with your students *after* the trip to bring the excursion to a conclusion and evaluate that the students had a meaningful experience (i.e., an activity or specific discussion questions, etc....). The activity is aligned with the Social Studies essential question in section 1.

Rubric for Educational Excursion

	Excellent	Adequate	Unacceptable
Section 1 of Excursion Packet: The Details /25	-lists the grade and the appropriate SOL -the essential question is listed	X	-does not list the grade and/or the appropriate SOL - the essential question is listed
Section 2 of Excursion Packet: The Guide /150	-creates a detailed, actual guide to assist students during their excursion. -name, numbered items, pictures (if applicable), student instructions, etc....are provided in the guide. -guide is detailed and focused on the important aspects of the museum/exhibit and is aligned with the social studies essential question in section 1 and the historical story of the identity group	-creates an actual guide to assist students during their excursion. -name, numbered items, pictures (if applicable), student instructions, etc....are vague in the guide. -guide is somewhat detailed and focused on the important aspects of the museum/exhibit and is somewhat aligned with the social studies essential question in section 1 and the historical story of the identity group	-does not create an actual guide to assist students during their excursion. -name, numbered items, pictures (if applicable), student instructions, etc....are not provided in the guide. -guide is not detailed and does not focus on the important aspects of the museum/exhibit and is not aligned with the Social Studies essential question in section 1 and the historical story of the identity group
Section 3 of Excursion Packet: Post Trip Activity /25	-wrote a paragraph that specifically describes what students would do *after* the excursion to evaluate that the students had a meaningful experience and answered the essential question. -provides detailed activity or discussion questions. -activity/discussion is aligned with the social studies essential question in section 1	-wrote a paragraph that vaguely describes what students would do *after* the excursion to evaluate that the students had a meaningful experience and answered the essential question. -provides a somewhat detailed activity or discussion questions. -activity/discussion is somewhat aligned with the social studies essential question in section 1	-does not write a paragraph that specifically describes what students would do *after* the excursion to evaluate that the students had a meaningful experience or and answered the essential question. -does not provide detailed activity or discussion questions. -activity/discussion is not aligned with the social studies essential question in section 1
Quality /50	-format and writing are of professional quality -creates one document with Section 1-3 included -upload Excursion Packet and reflection to blackboard by due date -took a picture at the museum as evidence of attendance and upload to Blackboard -read assigned reading prior to excursion	-format and writing flow well and are easy to read -format and writing are mostly professional quality with minor errors -uploads Excursion Packet and reflection to Blackboard by after due date with approved extension	-format and writing do not demonstrate professional quality due to multiple errors -format and writing are incomplete, disorganized, unedited, and/or difficult to follow, not professional quality -does not create one document with Section 1-3 included -does not upload Excursion Packet and reflection to Blackboard by due date -did not take a picture at the museum as evidence of attendance and did not upload to Blackboard -did not read assigned reading prior to excursion
Reflection /50	Answered the assigned reflection question in 500 words (2-3 pages), well written essay. made argument answering this question in a reflective, thoughtful way using evidence from museum excursion.	-Mostly answered the assigned reflection question -Essay was well under or well over the 750 words-Essay was mostly well written -Essay somewhat made argument answering this question in a reflective, thoughtful way -Essay had little evidence from museum excursion.	-Essay did not answer the assigned reflection question -Essay was not well written -Essay did make an argument answering this question in a reflective, thoughtful way -Essay had no evidence from museum excursion. -Did not submit a reflection

Assignment 5: Teach it to us: Difficult History	

DUE:

May 22	Hardcopy of 2 Articles for Teach it to us: Difficult History assignment; upload to Blackboard
June 7	Teach it to us: Difficult History Infographic Draft; upload to Blackboard
June 12	Final Infographic for distribution Lesson plan for distribution Slides for Group Presentation Group Presentation
June 13	Who did what: Four Corner Reflection form

POINTS: 400

PURPOSE: Difficult histories can be upsetting, infuriating, shameful, and painful for both learners and teachers encountering the narratives, artifacts, and legacies that help constitute their history. How teachers frame these histories is just as important as the histories themselves. This assignment is designed for you to learn the difficult history of an assigned identity group and to make decisions on how to teach that difficult history. This is the Key Task/INTASC Assessment. Note: There are many other identity groups in the United States, however, these groups were chosen because student access to current or free exhibits in DC.

PROCEDURE:
- You will be **assigned an identity group**:
  - Native people Identity Group
  - African American Identity Group
  - Jewish Identity Group
  - Asian Identity Group
  - Hispanic/Latino Identity Group (What's the Difference Between Hispanic and Latino? | Britannica)
  - Women Identity Group
- You will be **partnered with other students** in class with the same identity group.
- **This is a group assignment.**
- You may have the same identity group as another group but not the same topic.
- You and your partners will **brainstorm 1 topic** that focuses on the difficult history of your identity group that is aligned with the current, Virginia SOLs. The topic must be focused on a 9-12th grade curriculum. Possible topics include but are not limited to: Jewish Identity Group: pogroms, holocaust; Native people Identity Group: trail of tears, treaties with government, life on reservations vs. a Native nation; African American Identity Group: enslavement, northern migration; Jim crow segregation; Asian Identity Group: immigration discrimination, Japanese American incarceration, Uygur genocide, annexation of majority Asian countries; Hispanic/Latino Identity Group: annexation of Puerto Rico, relationship with Cuba, immigration discrimination; Women Identity group: women's economic rights, role in work, voting rights.
- **Create a guiding question** that focuses your topic.
- Individually, you will **research your topic** and **find 2 articles** (using NYT education, NCSS, or another ACADEMIC source) on the decided topic for your identity group. You will upload these 2 articles to the blackboard assignment and bring in hard copies of the articles for each of your group partners.
- You will **read the articles** your partners provide you with from their research.
- You will **create an infographic** about this difficult history of your identity group by working collaboratively with your group partners and using factual information based on your articles, other sources such as government and organization websites, and your own historical knowledge. The infographic must be historically correct, factually accurate, professionally written, visually pleasing, and cite all sources. You will provide a draft of the infographic to Dr. Herrera for approval (uploaded to Blackboard), **as well as provide the class with a copy of the final infographic** during the presentation. You may use an online program (Canva, publisher, etc....) to create the infographic.
- You will **create a lesson plan** focused on your identity group topic with your group partners. You will use the provided lesson plan template (located on Blackboard) and complete all parts of the lesson plan as indicated on the template for this lesson. You will create all the materials for the lesson (graphic organizers, PowerPoints, slides, activity materials, etc...) The lesson plan must incorporate a minimum of 3 primary sources and be student focused (no lecturing).
- You will create a **presentation** with your partners working in a collaborative manner. The presentation will utilize PowerPoint/slides, which will be uploaded to Blackboard. As the graduate students you are responsible for taking a

The presentation will be 20 minutes in length. Your presentation should have a minimum of 4 slides that focus on, but are not limited to:

    a. Identity group, topic, guiding question, names of those in your partnered group
    b. Infographic
    c. Overview of your lesson plan
    d. Focus on the following questions:

- What did you learn about the topic?
- What did you learn about teaching the topic?
- Why is this topic important to students' lives?
- Why is this considered difficult history to teach?
- How does your lesson plan, infographic, what you learned specifically connect to other sources you were required to read, listen to for this course. Be sure to use 2 quotes from the other sources to make the connection.

- You will practice your presentation prior to the in class final presentation.
- Lastly, you will **complete a Four Corner Reflection** (provided on Blackboard) with thought, detail, and reflective answers which you will upload to Blackboard. Be specific in your responses, sharing **exactly what you accomplished and what each classmate accomplished**.

Rubric for Teach it to us: Difficult History

	Excellent	Adequate	Unacceptable
Topic /10 Meets InTASC Standards: (1) Learner Development; (4) Content Knowledge; (7) Planning For Instruction; (10) Leadership And Collaboration	• topic is aligned with the current, Virginia SOLs. • topic is focused on a 9th -12th grade curriculum	• topic is mostly aligned with the current, Virginia SOLs.	• topic is not aligned with the current, Virginia SOLs. • topic is not focused on a 9th -12th grade curriculum
Articles /20 Meets InTASC Standards: (4) Content Knowledge; (10) Leadership And Collaboration	• 2 articles are selected using NYT education, NCSS, or another ACADEMIC source for chosen topic. • 2 articles are uploaded to Blackboard assignment. • copies of both articles are provided to group members in hard copy form by due date. • Evidence of reading of other group members articles are apparent in discussion and assignments	• 2 articles are selected mostly using NYT education, NCSS, or another ACADEMIC source for chosen topic. • copies of both articles are provided to group members in hard copy form late. • Evidence is somewhat clear of reading of other group members articles are mostly apparent in discussion and assignments	• 1 or zero articles are selected. • Does not use NYT education, NCSS, or another ACADEMIC source for chosen topic. • articles are not uploaded to Blackboard assignment. • copies of articles are not provided to group members in hard copy form. • no evidence of reading of other group members articles are apparent in discussion and assignments
Infographic /100 Meets InTASC Standards: (1) Learner Development; (2) Learning Differences; (3) Learning Environments; (4) Content Knowledge; (5) Content Application; (6) Assessment; (7) Planning For Instruction; (8) Instructional Strategies; (10) Leadership And Collaboration	• created an infographic about the difficult history of assigned identity group. • collaboratively worked with group partners • used factual information based on found articles, other sources such as government and organization websites, and personal historical knowledge. • Infographic is historically correct, factually accurate, professionally written, visually pleasing, and cited all sources used. • draft of the infographic provided to Dr. Herrera for approval, • Hard copy of final infographic provided to the class and	• used mostly factual information based on found articles, other sources such as government and organization websites, and personal historical knowledge. • Most sources were found articles, other sources such as government and organization websites, and personal historical knowledge. • Infographic is mostly professionally written, visually pleasing, and cited all sources used. • draft of the infographic provided to Dr. Herrera for approval was late with approval, • Hard copy of final infographic	• Did not create an infographic. • Did not or mostly worked collaboratively with group partners. • The information was not factual. • Information was not based on found articles, other sources such as government and organization websites, and personal historical knowledge. • Infographic was not historically correct or factually accurate, • Infographic was not professionally written, visually pleasing, • Infographic did not cite sources used. • Draft of the infographic was not provided to Dr. Herrera for approval, • Hard copy of final infographic was

	uploaded to Blackboard	provided to the class and uploaded to Blackboard late with approval	not provided to the class and/or not uploaded to Blackboard or was late without approval
Lesson plan /100 Meets InTASC Standards: (1) Learner Development; (2) Learning Differences; (3) Learning Environments; (4) Content Knowledge; (5) Content Application; (6) Assessment; (7) Planning For Instruction; (8) Instructional Strategies; (10) Leadership And Collaboration	• created a lesson plan focused on assigned identity group topic. • worked with group partners to create lesson plan in a collaborative manner. • used the provided lesson plan template. • completed all parts of the lesson plan as indicated on the template. • create all the materials for the lesson. • incorporated a 3 or more primary sources. • was student focused (no lecturing). • uploaded to Blackboard.	• used the provided lesson plan template. • completed most parts of the lesson plan as indicated on the template. • create most of the materials for the lesson. • was mostly student focused (no lecturing). • uploaded to Blackboard late with prior approval.	• lesson plan did not focus on the assigned identity group topic. • did not or mostly worked with group partners to create lesson plan in a collaborative manner. • Did not use the provided lesson plan template. • Did not complete all parts of the lesson plan as indicated on the template. • Did not create all the materials for the lesson. • Did not incorporate 3 or more primary sources. • The lesson was not student focused (no lecturing). • Lesson was not uploaded to Blackboard or uploaded late without prior approval.
Presentation /100 Meets InTASC Standards: (1) Learner Development; (2) Learning Differences; (3) Learning Environments; (4) Content Knowledge; (5) Content Application; (6) Assessment; (7) Planning For Instruction; (8) Instructional Strategies; (10) Leadership And Collaboration	• created a presentation. • worked collaboratively with partners on presentation. • presentation utilized PowerPoint/slides. • The presentation was 30 minutes in length. • presentation had 4 or more slides that focused on, but were not limited to: Identity group, topic, names of those in your partnered group; Infographic, Overview of lesson plan and focus on the questions: What did you learn about the topic?, What did you learn about teaching the topic? , Why is this topic important to students' lives?, Why is this considered difficult history to teach? • prepared for presentation (group clearly prepared based on their presentation style with each member demonstrating their role within the presentation; each member had a rehearsed presentation) • The student is **professional** in appearance. • student acts appropriately during classmates' presentations • uploaded to Blackboard • took lead role within the group	• The presentation was mostly 30 minutes in length. • presentation had 4 or more slides that mostly focused on, but were not limited to: Identity group, topic, names of those in your partnered group; Infographic, Overview of lesson plan and focus on the questions: What did you learn about the topic?, What did you learn about teaching the topic? , Why is this topic important to students' lives?, Why is this considered difficult history to teach? • uploaded to Blackboard late with prior approval.	• did not create a presentation. • Did not work collaboratively with partners on presentation. • Did not utilize PowerPoint/slides. • presentation was well under 30 minutes in length. • presentation had less than 4 • presentation slides • presentation did not focus on, Identity group, topic, names of those in your partnered group; Infographic, Overview of lesson plan and focus on the questions: What did you learn about the topic?, What did you learn about teaching the topic? , Why is this topic important to students' lives?, Why is this considered difficult history to teach? • Was not uploaded to Blackboard or was late without prior approval. • is not prepared for presentation (group seemed unorganized, members were unsure of role during presentation, group members seemed to adlib presentation, clearly had not rehearsed) • student is NOT **professional** in appearance. • Student is absent for presentation • Did not take a lead role
Four Corner Reflection form /50 Meets InTASC Standards: (9) Professional Learning And Ethical Practice; (10) Leadership And Collaboration	Completed, with thought, detail, and reflective answers a Four Corner Reflection form. Uploaded form to blackboard	Mostly completed, with thought, detail, and reflective answers a Four Corner Reflection form Uploaded form to blackboard late with prior approval	Did not complete reflection form. Did not complete form with thought, detail, or reflective answers. Did not use Four Corner Reflection form. Did not upload form to blackboard or was late without approval

| Quality /20 Meets InTASC Standards: (9) Professional Learning And Ethical Practice | -format and writing are of professional quality
-creates one document with Section 1-3 included
-upload Excursion Packet and reflection to blackboard by due date
-took a picture at the museum as evidence of attendance and upload to Blackboard (if did not attend with class)
-read assigned reading prior to excursion | -format and writing flow well and are easy to read
-format and writing are mostly professional quality with minor errors
-uploads Excursion Packet and reflection to Blackboard by after due date with approved extension | -format and writing do not demonstrate professional quality due to multiple errors
-format and writing are incomplete, disorganized, unedited, and/or difficult to follow, not professional quality |

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.

Class Date	Class Topic and Activities	Reading/Assignment Due All assignments are due by 4:30 on due date	
Session 1 Monday May 13 In person 4:30-7:10	Course overview Define difficult history Establish identity groups Determine theme for each identity Concept Map	**Listen to Podcasts:** • Teaching Hard History Podcast | Learning for Justice: Season 1 of American Slavery: Episode 4: Dealing With Things As They Are: Creating A Classroom Environment | Learning For Justice https://www.learningforjustice.org/podcasts/teaching-hard-history/american-slavery/dealing-with-things-as-they-are-creating-a-classroom-environment • Teaching Hard History Podcast | Learning for Justice: Season 2 of American Slavery: Episode 14: Hard History In Hard Times - Talking With Teachers Hard History in Hard Times - Talking With Teachers | Learning for Justice https://www.learningforjustice.org/podcasts/teaching-hard-history/american-slavery/hard-history-in-hard-times-talking-with-teachers **Reading Due:** o Miner, B. (2007). Why Students Should Study History: An Interview with Howard Zinn. Rethinking Our Classrooms Teaching for Equity and Justice, VOL 1: Teaching for Equity and Justice, Eds. Au, W, Bigelow, B, & Karp, S., 8-14. o Pace, Judith L. "How Can Educators Prepare for Teaching Controversial Issues? Cross-National Lessons." *Social Education* 85.4 (2021): 228–233.	

Session 2 **Wednesday** **May15** **In person** **4:30-7:10**	Jigsaw: How to teach and talk about difficult histories in the classroom. Artifact Bags	**Acquire Subscription and upload screenshot of subscription:** • New York Times Education – Free. Create a login account via GMU libraries. Access subscription to NYT: https://infoguides.gmu.edu/nytimesonline Access to NYT Education: https://infoguides.gmu.edu/c.php?g=994421&p=7195523, FREE **Acquire Membership and upload screenshot of membership:** • Join National Council for the Social Studies; student membership, www.socialstudies.org, choose any journal; FEE **Read: Only assigned article provided in 1st class session** o Gibson, M. T. & Reich, G.A. (2017). Confederate monuments: Heritage, racism, anachronism, and who gets to decide? *Social Education, 81*(6), 356-362. o Gross, M.H. & Terra, L. (2018). What makes difficult history difficult? *Phi Delta Kappan, 99*(8), 51-56. o Jeff Byford , Sean Lennon & William B. Russell (2009) Teaching Controversial Issues in the Social Studies: A Research Study of High School Teachers, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 82:4, 165-170, DOI: 10.3200/TCHS.82.4.165-170 o Lewis B. Teaching difficult histories: Approaches for the classroom. *Agora*. 2021;56(3):49-51. o Salinas, C., Blevins, B., & Sullivan, C.C. (2012). Critical historical thinking: When official narratives collide with *other* narratives. *Multicultural Perspectives, 14*(1), 18-27. o Zimmerman, Jonathan, and Emily Robertson. "The Controversy over Controversial Issues." *Phi Delta Kappan* 99.4 (2017): 8–14. **Read:** Marking a lost history – The Oracle (theoracleonline.org) https://theoracleonline.org/news/2023/03/29/marking-a-lost-history/
Session 3 **Friday** **May 17** **Asynchronous**	Find 2 articles for Teach it to us: Difficult History Assignment: Use NCSS and NYT Education to find articles	
Session 4 **Wednesday** **May 20** **In person** **4:30-7:10**	Let's talk: GMU's difficult history George D. Oberle III, PhD MLS History Librarian Director, Center for Mason Legacies Assistant Term Professor Department of History and Art History	**Reading Due:** Read documents in George Mason Folder on Blackboard Bring 3 questions to class based on readings. This contributes to your participation grade.
Session 5 **Wednesday** **May 22** **In person** **4:30-7:10**	Group meeting to Share articles Graphic novel Literature circles meeting in class Let's talk: Presentation by Nate Sleeter at Roy Rosenzweig Center for History and New Media – Democratizing history through digital media (rrchnm.org)	**Bring to class:** Hardcopy of 2 Articles for Teach it to us: Difficult History assignment; uploaded in the appropriate assignment in Blackboard **Read Graphic Novel:** • Spiegelman, Art (1996) The Complete Maus: A survivor's Tale. Knopf Doubleday Publishing, ISBN-13: 9780679406419 (available at GMU bookstore) Please note: this is Volume 1 & 2 combined **Reading Due:** A school board banned 'Maus.' Now people are rushing to get their hands on it : NPR 'Maus' controversy: A Tennessee school board removed the graphic novel about the Holocaust from curriculum	CNN **Watch:** Art Spiegelman and Hillary Chute at 92Y - YouTube https://www.youtube.com/watch?v=Vnb2D4FySro

Session 6 **Friday** **May 24** **Asynchronous**	Group work: plan a group meeting to create infographic	
Monday **May 27**	Memorial Day University closed No class	**Assignment Due:** Graphic novel reflection paper; uploaded in the appropriate assignment in Blackboard **Assignment Due:** Teach it to us: Difficult History Infographic Draft; uploaded in the appropriate assignment in Blackboard
Session 7 **Wednesday** **May 29** **In person** **4:30-7:10**	Let's talk: Discussion with West Springfield High School Applied History teacher Brian Heintz Photovoice introduced Students create a photovoice project of GMU	**Reading Due:** Waring, S. M. (Ed.). (2023). Using Inquiry to Prepare Students for College, Career, and Civic Life: Secondary Grades. Silver Spring, MD: National Council for the Social Studies • **Chapter 10: How Should Teachers Teach Controversial History?** **Reading Due:** Read documents in Talking About Difficult Histories with Students on Blackboard Bring 2 questions to class based on readings. This contributes to your participation grade.
Session 8 **Friday** **May 31** **Asynchronous**	Group work: plan a group meeting to create lesson plan	**Reading Due:** Waring, S. M. (Ed.). (2023). Using Inquiry to Prepare Students for College, Career, and Civic Life: Secondary Grades. Silver Spring, MD: National Council for the Social Studies • **Chapter 9: Can We Believe What We Learn From Museums and other Historic Sites?**

Saturday, June 1st
10am
Museum meet up

❖ We will begin at the United States Holocaust Memorial Museum at 10am to proceed through Daniel's Story as a group.
❖ We will then break off into smaller groups based on your assigned marginalized group and visit one additional museum:
— Jewish Identity Group: United States Holocaust Memorial Museum Plan Your Visit — United States Holocaust Memorial Museum (ushmm.org)
   ▪ Entry timed ticket for 11AM
— Native people Identity Group: National Museum of the Native American Visit Washington, DC | National Museum of the American Indian;
   ▪ Free entry, no ticket needed.
— African American Identity Group: National Museum of African American History and Culture; A People's Journey, A Nation's Story | National Museum of African American History and Culture (si.edu)
   ▪ Entry timed ticket for 11AM
— Asian Identity Group: National Museum of American History Home | National Museum of American History (si.edu) OR Homepage - National Museum of Asian Art
   ▪ Free entry, no ticket needed.
— Women Identity Group: National Museum of American History Women's History | National Museum of American History (si.edu) or Current Exhibitions | Smithsonian Institution (si.edu)
   ▪ Free entry, no ticket needed.
— Hispanic/Latino Identity Group: National Museum of American History National Museum of American History (si.edu) ¡Presente! A Latino History of the United States | Smithsonian Institution (si.edu)
   ▪ Free entry, no ticket needed.

Session 8 **Monday** **June 3** **In person** **4:30-7:10**	Group Conference with Dr. Herrera Sign up on conference document AS A GROUP	
Session 9 **Wednesday** **June 5** **Synchronous**	No class Museum visit replaces this session Class is replaced with Museum Meet up on Sat, June 1st	**Assignment Due:** Educational excursion due; uploaded in the appropriate assignment in Blackboard
Session 10 **Friday** **June 7** **Asynchronous**	Group work: plan a group meeting work on presentation	**Assignment Due:** Teach it to us: Difficult History Infographic Draft; uploaded in the appropriate assignment in Blackboard

Session 11 Monday June 10 In person 4:30-7:10	Final discussions Presentation practice	
Session 12 Wednesday June 12 In person 4:30-7:10	Group Presentations	**Assignment Due:** Teach it to us: Difficult History: Final Infographic for distribution; uploaded in the appropriate assignment in Blackboard Teach it to us: Difficult History Lesson plan for distribution; uploaded in the appropriate assignment in Blackboard Teach it to us: Difficult History Slides for Group Presentation; uploaded in the appropriate assignment in Blackboard Teach it to us: Difficult History Group Presentation Teach it to us: Difficult History Who did what: Four Corner Reflection form (Due June 13th); uploaded in the appropriate assignment in Blackboard Course evaluation

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu. **For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .**

Expectations and Protocols

Below are class protocols which govern our time together, whether during in person or during online instruction.
Written Assignments:
- Written assignments are to be submitted on Blackboard by the due date at the start of class. Blackboard time stamps all submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e. there/their/they're); and is PROOFREAD. Work not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. Copyright law is to be respected in all assignments. **Any item taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited**. Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  1) Presenting as one's own the words, the work, or the opinions of someone elsewithout proper acknowledgment.

2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)
3) Paraphrasing involves taking someone else's ideas and putting them in your own words.When you paraphrase, you need to cite the source using APA format.
4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

- **Assignments will not be accepted after the due date. Any assignment, except the final Unit Plan, may be RESUBMITTED for an improved grade WITH PRIOR PERMISSION. All re-written assignments MUST be submitted by June 10th – without exception.**

Protocol and Expectations:

- Internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:
- Laptop Computers, Netbooks, Handheld Tablets Use
  o Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  o Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
  o Demonstrate ethical and responsible behavior during class and on the GMU network.
  o When in class, spend time only on the tasks associated with this course and the instructor's directions.
  o In general, use your laptops and other devices in class as you would expect your students to use theirs.
  o **Online synchronous classes: Students must maintain webcam "on" status**

Note regarding Artificial Intelligence Tool:

CEHD statement: Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative-AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

Dr. Herrera's statement: We have multiple writing assignments in this class. Because the act of composing a response in your own words increases your learning, **it is important that you complete the task yourself, rather use an artificial intelligence (AI) tool. Completing** these writing assignments yourself will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses. **Therefore, AI tools are NOT allowed for any assignment in this course.**

SEED Program "Seeds"

As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:

- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program, the course instructor, and individual students) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
Foundations of Secondary Education	**Advocacy and Agency** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. *Note: Students will also be asked to identify what **they** consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Methods I	**Social Justice** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability to integrate justice concepts/content into their instruction. *Note: Students will also be asked to identify what **they** consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Human Development and Learning	**Relationships with and Respect for Youth** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success. *Note: Students will also be asked to identify what **they** consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. *Note: Students will also be asked to identify what **they** consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Content Literacy	**Collaboration and Partnership** The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	**Disciplinary Literacy Inquiry Project** Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how and why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning. *Note: Students will also be asked to identify what **they** consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*

Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)