

History 975  
Summer, 2005  
June 20-24, 1:00-4:00  
Murphy Room, 318 Wisconsin Historical Society  
Cooperating Teacher: Tom Howe  
Email: Thomas\_Howe@mononagrove.org  
<http://history.wisc.edu/cohen/index.html>

Charles L. Cohen  
4115 Humanities  
Phone: (608) 263-1956  
Office hours: by appointment  
Email: clcohen@wisc.edu  
Webpage:

## **TEACHING PRACTICUM IN AMERICAN HISTORY FOR TEACHERS OF HIGH SCHOOL ADVANCED PLACEMENT COURSES**

<b>Date</b>	<b>Discussion and Assignments</b>
June 20	Introduction to Problems of Teaching AP History 1: The Transition from high school to college; the teacher as historian 2: Surviving as an AP teacher; the purpose of an AP teacher; testing <b>Assignment:</b> read Charles L. Cohen, "The 50-Word Assignment"
21	The Syllabus and Teaching Approaches 1: Thinking about the syllabus 2: The fifty-word assignment; teaching approaches <b>Assignment:</b> 1) Develop a plan for covering a historical period (assigned in class) over 40 days; 2) write a single sentence of not more than 50 words noting the most prominent themes around which you will organize the period.
22	Integrating Documents into Teaching 1: The SOAPS exercise; analyzing a document 2: Devising a one-day unit <b>Assignment:</b> Read the four sets of documents handed out in class and think about how to use them as the basis of a one-day class discussion
23	Documents as Historical Evidence and the DBQ 1: Teaching and writing the DBQ 2: Dissecting the DBQ <b>Assignment:</b> read the ? DBQ and prepare: 1) a SOAPS analysis of each document; 2) a summary of the one or two (no more) major points of each document; 3) a brief note explaining how each document would inform an answer to the DBQ
24	Wrap-Up 1: Textbook evaluation; open discussion of pedagogical problems 2: Exercises and resources; evaluation of this course <b>Assignment:</b> Prepare to share and explain either: 1) a teaching strategy you have found particularly effective; 2) a method for dealing with controversial (i.e., disruptive) issues; or 3) a favorite lesson or teaching device

### **Assignment for Second Credit**

Students may sign up for a second credit (unless they have done so for History 974). Earning this credit requires creating a unit to run for 2-4 days during one's own course. Students will submit the following materials for evaluation: 1) a short statement delineating the unit's scope and pedagogical goals; 2) a list of assigned readings; 3) the instruments to be used for evaluating student work; 4) copies of all readings, hand-outs, etc.; and 5) a five-page essay explaining why the unit was created and how it fits into one's own course. Students should discuss this project with the instructors during the week of June 20, and will submit it on a mutually agreed-upon date during the week of July 4.