

History 975  
Summer, 2007  
June 25-29, 1:00-4:00  
318, Wisconsin Historical Society  
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## **TEACHING PRACTICUM IN AMERICAN HISTORY FOR TEACHERS OF HIGH SCHOOL ADVANCED PLACEMENT COURSES**

<b>Date</b>	<b>Discussion and Assignments</b>
June 25	Introduction to Problems of Teaching AP History 1: The Transition from high school to college; the teacher as historian 2: Surviving/thriving as an AP teacher; equity statement; the AP test; testing <b>Assignment:</b> read Charles L. Cohen, “The 50-Word Assignment”; College Board Equity Statement; Planning the Syllabus Exercise
26	Planning the Syllabus and Teaching Approaches 1: Thinking about the syllabus 2: The fifty-word assignment; teaching approaches <b>Assignment:</b> Write a 50-word sentence explaining the principle(s) you used during the “Planning the Syllabus Exercise” to balance the demands of covering an adequate amount of material while maintaining a sufficiently brisk pace.
27	Integrating Documents into Teaching 1: The SOAPS exercise; analyzing a document 2: Devising a one-day unit around a document <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
28	Documents as Historical Evidence and the DBQ 1: Teaching and writing the DBQ 2: Dissecting the DBQ <b>Assignment:</b> read the 2006 DBQ. Conduct a SOAPS analysis of each document and, for discussion purposes, make a brief note (ca. 10 words) regarding each document’s 1) single most salient point, and 2) significance for answering the DBQ’s question.
29	Resources, Teaching Issues and Wrap-Up 1: Textbook evaluation and resources; forum on teaching issues 2: Open discussion; course evaluation <b>Assignment:</b> Prepare to share either an effective/favorite 1) teaching strategy; 2) lesson/teaching device; 3) review technique; <i>or</i> 4) post-AP test activity.

### **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 lesson incorporating primary sources 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 detailed schedule of the lesson plan including readings, homework assignments, class activities, and the instruments for assessing student work; 3) copies of all readings, hand-outs, etc.; and 4) a five-page essay explaining why the unit was created and how it fits into one’s own course. Students will discuss this project with the instructors during the week of June 25 and submit it no later than July 13.