Teaching History: Fostering Historical Thinking Across the K-16 Continuum

University of California, Berkeley
May 1-2, 2015
Presented By

Simo Mikkonen
Department of History and Ethnology
University of Jyväskylä

History Graduate Student
Pedagogy Group
University of California, Berkeley

Registration Includes

Admission to conference sessions

Keynote speakers:
Sam Wineburg, Stanford University
Bruce VanSledright, University of North Carolina at Charlotte

Saturday Lunch Session with Bob Bain, University of Michigan

Materials from the sessions/wiki

Friday evening reception

Light breakfast & lunch

Organizing Staff

Simo Mikkonen  Research Fellow of the Academy of Finland and Adjunct Professor of Russian History at the University of Jyväskylä

Anna Veijola  Postdoctoral Researcher and High School Teacher, University of Jyväskylä

Rachel B. Reinhard  Site Director, UC Berkeley History-Social Science Project

Sarah Suponski  Project Administrator, UC Berkeley History-Social Science Project

Natalie Mendoza  History Graduate Student Pedagogy Group at UC Berkeley

Sarah Gold McBride  History Graduate Student Pedagogy Group at UC Berkeley
Leadership Team

Simo Mikkonen  
*Research Fellow of the Academy of Finland and Adjunct Professor of Russian History, University of Jyväskylä*

Simo Mikkonen hails from the University of Jyväskylä and is currently a visiting scholar at the University of California, Berkeley. He is interested in historical literacy, as well as the teaching and learning of history across the K-16 continuum.

Anna Veijola  
*Postdoctoral Researcher and High School Teacher, University of Jyväskylä*

Anna Veijola has worked as a secondary history and social sciences teacher in Finland for more than 10 years. She has also worked as a teacher educator at the University of Jyväskylä specializing in the pedagogy of history. Her research activities have focused on teacher education and historical literacy in the K-12 school context.

Natalie Mendoza  
*Ph.D. Candidate in the Department of History at UC Berkeley*

Prior to beginning graduate school, Natalie taught high school in Northern California. She recently began working with the UC Berkeley History-Social Science Project as a History Content Advisor. Her dissertation is a study of Mexican Americans and the implementation of the Good Neighbor Policy in the US Southwest during World War II. She co-chairs the History Graduate Student Pedagogy Group.

Sarah Gold McBride  
*Ph.D. Candidate in the Department of History at UC Berkeley*

Sarah has worked as a History Content Advisor for the UC Berkeley History–Social Science Project since 2011. Her dissertation examines the social meanings of hair in the nineteenth-century United States. She co-chairs the History Graduate Student Pedagogy Group.

Rachel B. Reinhard  
*Site Director of the UC Berkeley History-Social Science Project*

Rachel Reinhard joined the UCBHSSP in 2013. She holds a Ph.D. in history from the UC Berkeley Department of History. She taught elementary school in Louisiana and Oakland, CA as a Teach for American Corps member and was an assistant professor at SUNY Cortland where she taught courses in African American History and social studies preparation.

Sponsoring Organizations

**University of California, Berkeley History-Social Science Project**

UCBHSSP seeks to bridge the academy and K-12 communities to help teachers strengthen their instructional practice and provide equitable educational opportunities to all students, through a model of learning, practicing, and doing. Our professional development programs respond to the needs of school sites in order to strengthen teacher capacity and increase student discipline-specific literacy and thinking as well as content knowledge. Through institutes, workshops and seminars, and site-based coaching, UCBHSSP facilitators work with teachers to grow their practice. Our professional development approach includes models and trainings for differentiating history instruction, with a specific focus on supporting English learners and low level literacy students. This approach is designed through collaboration among university faculty, teacher practitioners, and literacy specialists. The UCBHSSP is helmed by Director Dr. Rachel B. Reinhard and Co-director Phyllis Goldsmith.
History Graduate Student Pedagogy Group
The History Graduate Student Pedagogy Group (HGSPG) is a group of Ph.D students at UC Berkeley who are passionate about how history is taught at the undergraduate level. Founded in 2013 by Ph.D candidates Natalie Mendoza and Sarah Gold McBride, HGSPG’s monthly meetings and summer workshops have two goals: to share and develop best practices in teaching and to cultivate our professionalization as teachers. Members include graduate students from different geographic areas and fields and range from novice graduate students teachers to experienced graduate student entering the job market.

History Department at UC Berkeley
The Department of History is one of the largest and most respected units in UC Berkeley’s College of Letters and Science. The Department’s faculty ranges across virtually all of the major geographical and chronological fields recognized by the discipline. Berkeley has long been proud of its extensive engagement with the history of Asia, a part of the world only recently given its due by many other history departments. While developing ambitious programs in the study of East Asian, South Asian, Southeast Asian, and Middle Eastern history, Berkeley has also maintained and increased its reputation in the several fields in which it first attained distinction in the first half of the 20th century: Ancient, Medieval, Modern European, Latin American, and United States history. More recently, the Department has expanded its engagement with African history. The Department is comprehensive also in the thematic and methodological emphases that render the study of history one of the most capacious of all academic callings. Although in recent years the Department’s strengths in cultural, intellectual, and political history have been the most widely noted, the Department’s distinction in social, economic, international and other kinds of history is also recognized throughout the world.

Please note that UC Berkeley is a tobacco-free campus.
# Friday At a Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Strand 1: Creative Teaching in a Standards Environment</th>
<th>Strand 2: Preparing to Teach Historical Thinking</th>
<th>Strand 3: University Collaborations</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>Registration Begins &amp; Light Refreshments</td>
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<td>Dwinelle 1229</td>
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<td>Dwinelle Ishi Court</td>
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<td>9:00 AM to 10:30 AM</td>
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<td>&quot;Why Historical Thinking is Not about History&quot;</td>
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<td>Sam Wineburg, Stanford University</td>
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<td>10:45 AM to 12:00 PM</td>
<td>Seminar 1: &quot;Surprise Me': The (Im)possibilities of Agency and Creativity within the Standard Frameworks of History Education&quot;</td>
<td>Panel 1: &quot;Developing Historical Thinking Among Teachers&quot;</td>
<td>Panel 2: &quot;Refining Undergraduate History Education&quot;</td>
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<td>12:00 PM to 1:00 PM</td>
<td>Poster Session</td>
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<td>1:00 PM to 2:30 PM</td>
<td>Panel 3: &quot;Using Visual Sources and Digital Tools to Teach All Learners&quot;</td>
<td>Roundtable 1: &quot;History Teaching at UC Berkeley: Pedagogical Development in the Department of History&quot;</td>
<td>Panel 4: &quot;Collaboration in History Education&quot;</td>
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<td>3:30 PM to 4:15 PM</td>
<td>Workshop 2: &quot;Structured Academic Discussions: Developing Arguments in the American Government Class&quot;</td>
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<td>Time</td>
<td>Strand 1: Thinking K-16 Dwinelle 370</td>
<td>Strand 2: Innovation in the History Classroom Dwinelle 229</td>
<td>Strand 3: Undergraduate Education Dwinelle 228</td>
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<td><strong>Poster Session</strong></td>
<td>“Teaching History as Orienteering: Mapping the Historical Terrain with Students” Bob Bain, University of Michigan Dwinelle 3335</td>
<td>Lunch Dwinelle, Ishi Court</td>
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<td>3:30 PM to 4:15 PM</td>
<td>Roundtable 3: Conference Organizers’ Closing Remarks Maude Fife Room, Wheeler Hall</td>
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Conference Program
University of California, Berkeley
Friday, May 1

Registration
8:00am – 3:00pm

Poster Exhibit
12:00 – 1:00pm (Exhibitors set up their posters between 8:00-9:00am).

Keynote Address
9:00am – 10:30am
“Why Historical Thinking is Not about History”
Sam Wineburg, Stanford University
Maude Fife Room, Wheeler Hall

Sam Wineburg’s work engages questions of identity and history in modern society: how today's youth use the past to construct individual and collective identities. His book, *Historical Thinking and Other Unnatural Acts*, won the 2002 Frederic W. Ness Award from the Association of American Colleges and Universities for the book "that best illuminates the goals and practices of a contemporary liberal education." With the late Roy N. Rosenzweig, he created the award-winning website, historicalthinkingmatters.org. He directs the Stanford History Education Group, dedicated to improving history instruction in the United States and abroad.

Breakout Sessions
10:45am – 12:00pm

Seminar 1: “‘Surprise Me’: The (Im)possibility of Agency and Creativity within the Standards Framework of History Education”
Jennifer Clark, Professor
Adele Nye, Lecturer in Contextual Education
University of New England, Australia

Panel 1: Developing Historical Thinking Among Teachers

**Paper Title:** “Thinking About History Teaching: A Survey of Ontario and New Brunswick Elementary School Teachers”
Katherine Ireland, Ph.D. Candidate
University of New Brunswick, Canada

**Paper Title:** “Changing Teacher Practice to Enhance Students’ Historical Thinking”
Suzanne Katz, Director of Strategic Partnerships
Center for Inspired Teaching, Washington, DC

**Paper Title:** "Microhistory and the Pre-service Teacher"
Leah Shopkow, Associate Professor
Indiana University at Bloomington
Panel 2: Refining Undergraduate History Education

Paper Title: "How can educators across all levels support the teaching of historical thinking across the K-16 continuum?"
Chrislaine Pamphile Miller, Lecturer
California State University at Monterey

Paper Title: "Teaching with Primary Sources: University Students' Perspectives on their High School Experience"
Jess Leach; Alex Kirven; Kristen Hengten; Maksymilian Szostalo, Graduate Students
Indiana University at Bloomington

Paper Title: "From Secondary Education to University Instruction: Reflections on Teaching and Learning to Teach History"
David Varel, Ph.D. Candidate
University of Colorado at Boulder

Lunch
12:00- 1:00pm

Join us for the Poster Exhibit!
Dwinelle 370, 12:00 – 1:00pm.
Presenters will be available to share their research.

Breakout Sessions
1:00pm – 2:30pm

Panel 3: Using Visual Sources to Teach All Learners

Paper Title: “How Does a Photograph Make an Argument?: An Adaptable Lesson in Visual Literacy and Historical Thinking”
Tara Kelly, Postdoctoral Lecturing Fellow
Duke University, North Carolina

Paper Title: "Teaching to the Biases of Primary Sources"
Carole Srole, Professor
California State University at Los Angeles

Roundtable 1: “History Teaching at UC Berkeley: Pedagogical Development in the Department of History”
Kerwin Klein, Professor of History
Carlos Noreña, Associate Professor of History
Sarah Gold McBride and Natalie Mendoza, Graduate Students
University of California at Berkeley
Panel 4: “Collaboration in History Education”

**Paper Title:** “When Students Write the Lesson Plans: Using Undergraduate Research Projects to Bridge the Secondary School versus University Divide”  
Christopher Endy, Professor  
California State University at Los Angeles

**Paper Title:** "Historical Literacy and Contradictory Evidence in High School Settings"  
Anna Veijola, Post-Doctoral Researcher and High School Teacher  
University of Jyväskylä, Finland

**Paper Title:** "Fostering a Commitment to Social Justice: A Collaboration between DePaul University's College of Education and Facing History and Ourselves"  
James Wolfinger, Associate Professor of History and Education, and Associate Dean for Curriculum and Programs in the College of Education  
DePaul University, Illinois

Breakout Sessions  
2:45pm – 4:15pm

**Workshop 1** (2:45pm – 3:30pm): "Women's Rights since The Feminine Mystique: A Case Study of Continuity and Change"  
Pamela Tindall, Site Director, UC Davis History Project  
Jessica Williams, Teacher, Winters High School, Winters, CA

**Workshop 2** (3:30pm – 4:15pm): "Structured Academic Discussions: Developing Arguments in the American Government Class"  
Michelle Fichera, Teacher and Professional Development Coordinator  
Capuchino High School, San Bruno, CA

Panel 5: “Crossing the Threshold: Theory to Practice”

**Paper Title:** "Lifting the Veil of Historical Literacy for Students and Teachers: Building a District-wide System for Grades 4-12 via the TAP (Teacher Advancement Program) Model"  
Joan Jahelka, Social Studies and AVID Facilitator  
Wilson Elementary School: Carlos Perez, Principal; Kenneth Miller, Master Teacher; Terry Snapp and Stacey Alvarez, Teachers  
Colorado Springs District 11

**Paper Title:** "Teaching Historical Thinking as Threshold Concepts: Pedagogical and Practical Challenges"  
Jessamyn Neuhaus, Professor  
State University of New York at Plattsburgh
Panel 6: “Collaboration and the Future of History Education”

**Paper Title:** "Impediments to Authentic History Teaching in High School Classrooms"
  Wilson J. Warren, Professor of History
  Western Michigan University

**Paper Title:** "Lifting the Veil: Collaboration, Teachers, and Historiography in the High School Classroom"
  Gordon Andrews, Assistant Professor of History
  Grand Valley State University, Michigan

**Paper Title:** "Student-Teachers as a Basis for Collaboration"
  James Cousins, Director of Undergraduate Studies and Faculty Specialist
  Western Michigan University

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**Reception**

4:30pm – 6:00pm
Conference Program
University of California, Berkeley
Saturday, May 2

Registration
8:00am – 12:00pm

Poster Exhibit
12:00 – 1:00pm

Keynote Address
9:00am – 10:30am
“Beliefs About What History Is and Their Crucial Role in Teaching and Learning”
Bruce VanSledright, University of North Carolina at Charlotte
Maude Fife Room, Wheeler Hall

Bruce VanSledright teaches at the University of North Carolina at Charlotte. He researches how teachers teach (and students learn) history. With degrees in both history and education, as well as experience in teaching history at middle and high schools, Dr. VanSledright brings a multi-faceted, practical viewpoint to the challenges of teaching students to think historically. His recent book, *Assessing Historical Thinking & Understanding* (2013), explores how the Common Core State Standards can be leveraged to produce deep historical understandings in students.

Breakout Sessions
10:45am – 11:45pm

**Workshop 3:** "Using Threshold Concepts to Teach Historical Thinking and Integrate Instruction Across the K-16 Segments"
Chris Padgett, History Professor and Department Chair, American River College, California
Cyndi Otero, Teacher, Casa Roble High School, Orangevale, CA
Jilyan McKinney, Teacher, Granite Bay High School, Granite Bay, CA

**Workshop 4:** "Digital Timelines in the History Classroom: Unleash the Power of Dynamic, Interactive, Multimedia Timeline Tools to Support Historical Thinking Skills"
Devin Hess, Technology Specialist, UC Berkeley History-Social Science Project

**Seminar 2:** "Relating Historical Concepts to the Lives of Students"
Daniel Kotzin, Professor
Medaille College, New York

**Workshop 5:** "Practicing Historical Thinking through Academic Conversations"
Allison Hyde, Instructional Coach, Sequoia Union High School District, Redwood City, CA
Erin Holst, Social Studies Department Chair, Sequoia High School, Redwood City, CA
Lunch: 12:00pm – 1:00pm

Special Session
12:00pm – 1:00pm
“Teaching History as Orienteering: Mapping the Historical Terrain with Students”
Bob Bain, University of Michigan

Bob Bain has worked on history and social science education projects at the national level (e.g., for the American Historical Association, National History Center, College Board, National Assessment Governing Board), the state level (e.g., chair of Michigan’s Social Studies Content Expectations Committee) and the local level (e.g., Long Beach Unified Schools, Flint Schools, Cleveland Public Schools). Before coming to the University of Michigan in 1998, Dr. Bain taught high school history and social studies for 26 years in the Cleveland, Ohio area where he was a seven-time award winner for excellence in teaching. As a historian, history teacher, and teacher-educator, his research investigates the relationships among history as a disciplinary way of knowing, learning and teaching.

Join us for the Poster Exhibit!
Dwinelle 370
12:00 – 1:00pm

Breakout Sessions
1:00pm – 2:00pm

Roundtable 2: "Creating an Integrated K-16 History Teaching Environment in Arizona: Observations from Historians, K-12 Teachers, and History Educators"
Lauren McArthur Harris, Assistant Professor of History Education, Arizona State University
Nancie Lindblom, Teacher, Skyline High School, Mesa, AZ
Catherine O’Donnell, Associate Professor of History, Arizona State University

Workshop 6: "Close Reading for Civic Action"
Young Whan Choi, History and Civic Engagement Coordinator
Oakland Unified School District, Oakland, CA

Workshop 7: "Celebrating Literature in the History Classroom"
Amy Hale, History Department Chair
Kristi Peckham, History Teacher
Santiago Charter Middle School, Orange, CA
Breakout Sessions
2:15pm – 3:15pm

Workshop 8: "Instructional Planning in a Common Core World"
Dave Neumann, Site Director, The History Project
California State University at Long Beach

Workshop 9: "True Comics vs. Your Textbook: Students Reflecting on their Own Historical Reasoning"
Gregory Adler, Teacher Leader
California Teacher Association (CTA), Instructional Teacher Corps, Region 1, CA

Panel 7: "Historical Thinking and Teacher Preparation: Preparing to Teach the Unnatural Act"
Fritz Fischer, Professor, University of Northern Colorado
Richard L. Hughes, Associate Professor, Illinois State University
Sarah Drake Brown, Associate Professor, Ball State University, Indiana

Workshop 10: "Reading and Writing Like Historians"
Debra Schneider, Teacher and Department Chair
Tracy Unified School District, Tracy, CA

Roundtable 3: Conference Organizers’ Closing Remarks
3:30pm – 4:15pm
Moderated by James Grossman
Executive Director, American Historical Association
Maude Fife Room, Wheeler Hall