

What does preparing new teachers of history and social science involve?

Assumptions we have about teacher education

- We typically do not have very much time in courses focused specifically on the teaching and learning of history and social sciences. What you will find here is condensed to fit within one semester.
- Novices typically need to learn about disciplinary thinking and practices embedded in the content areas they will teach.
- Novices must learn to translate standards documents and existing curriculum materials into plans for teaching history and social science as inquiry. Instructional frameworks can support this learning process.
- High-leverage practices that support teaching history-social science through investigation as well as developing students' conceptual understanding and disciplinary practices include eliciting, interpreting, and developing students' thinking about history and social science; modeling disciplinary literacy practices and strategies that prepare students to analyze history-social science texts and artifacts and to develop evidence-based arguments; setting up and managing small group work; leading discussions of history-social science artifacts and texts to develop evidence-based arguments; choosing and using representations, examples, and models of history-social science content, concepts, and practices; and designing single lessons and sequences of lessons focused on history-social science.
- Novices should learn to teach by doing the work of teaching during their teacher preparation experiences. We take a practice-based approach to teacher education by focusing on high-leverage teaching practices in novices' teacher preparation experiences. By representing, decomposing, and approximating these teaching practices, novices develop an understanding of and facility with HLPs that support students' learning in history-social science.

We draw key pieces of preparing teachers for leading history and social science inquiries together in the table on the following page.

EEA Lesson Framework for SSH Inquiries	Key Aspects of SSH Inquiry	C3 Framework (Disciplinary Concepts & Practices)	Teaching Practices
Engage	<p>Frame a problem space or question</p> <p>Hook / Get students interested</p> <p>Connect to and extend background knowledge</p>	<p>Dimension 1: Develop questions and plan inquiries</p> <p>Dimension 2: Apply disciplinary concepts and tools</p>	<p>Elicit, interpret, and develop students' thinking about history and social science</p> <p>Choose and use representations, examples, and models of history-social science content, concepts, and practices</p>
Experience	<p>Teach key thinking, reading, and language practices</p> <p>Read and analyze texts/evidence together in small groups</p>	<p>Dimension 2: Apply disciplinary concepts and tools</p> <p>Dimension 3: Evaluate sources and use evidence</p>	<p>Model disciplinary literacy practices and strategies that prepare students to analyze history-social science texts and artifacts and to develop evidence-based arguments</p> <p>Set up and manage small group work to support inquiry in history-social science</p> <p>Choose and use representations, examples, and models of history-social science content, concepts, and practices</p>
Argue	<p>Discuss and deliberate about texts/evidence</p> <p>Teach key writing practices</p> <p>Communicate/ write findings</p> <p>Take action</p>	<p>Dimension 3: Evaluate sources and use evidence</p> <p>Dimension 4: Communicate conclusions and take informed action</p>	<p>Lead discussions of history-social science artifacts and texts to develop evidence-based arguments</p> <p>Model disciplinary literacy practices and strategies that prepare students to analyze history-social science texts and artifacts and to develop evidence-based arguments</p>

