

## Part 1: Can you see what your students are learning?

- Classroom rituals (or Folk Pedagogy)

### What kinds of questions do you ask your students to answer?

1. Statement or quote - Do you agree or disagree?
2. What are the major reasons for ... (X war)?
3. Write a paper on X topic (possible topics include...)
4. Argue whether \_\_\_\_\_ is a true democracy
5. Pick 3 examples of \_\_\_\_\_ and compare ...
6. How and why does X change over time?
7. Convuluted long paragraph with multiple questions  
quote, 5 positions, ...





## Part 1: Can you see what your students are learning?

- Classroom rituals (or Folk Pedagogy)
- Making learning visible—don't we already do this?



## Part 1: Can you see what your students are learning?

1. Pair up with another historian, preferably one in a different field from your own.
2. Discuss what kind of learning you want students in your courses to show in the final assignment you have brought with you (or in the final assignment of a course you have recently taught) (10 minutes)
3. Fill in those learning goals and number them. (Note: You may have departmental learning goals and standards and it is fine to use them.)



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3. Fill in those learning goals and number them.
4. What would students have to do to show you they had met those goals? Be very specific. Write this down in the other column.



## Part 1: Can you see what your students are learning?

5. Exchange student papers with your partner.
6. Read the papers, circling the places where the paper shows evidence of one of the learning goals and put the number in the margin. You may consult on issues such as accuracy with your partner.



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6. Read the papers, circling the places where the paper shows evidence of one of the learning goals and put the number in the margin.
7. Return each other's papers. Evaluate your returned papers.

What kinds of learning are visible? What kinds of learning that you would like to see can't you see?



## Part 2: Alternatives to Traditional Assignments

- Historical Fiction (Hoax?)





**Part 2: Alternatives to Traditional Assignments**

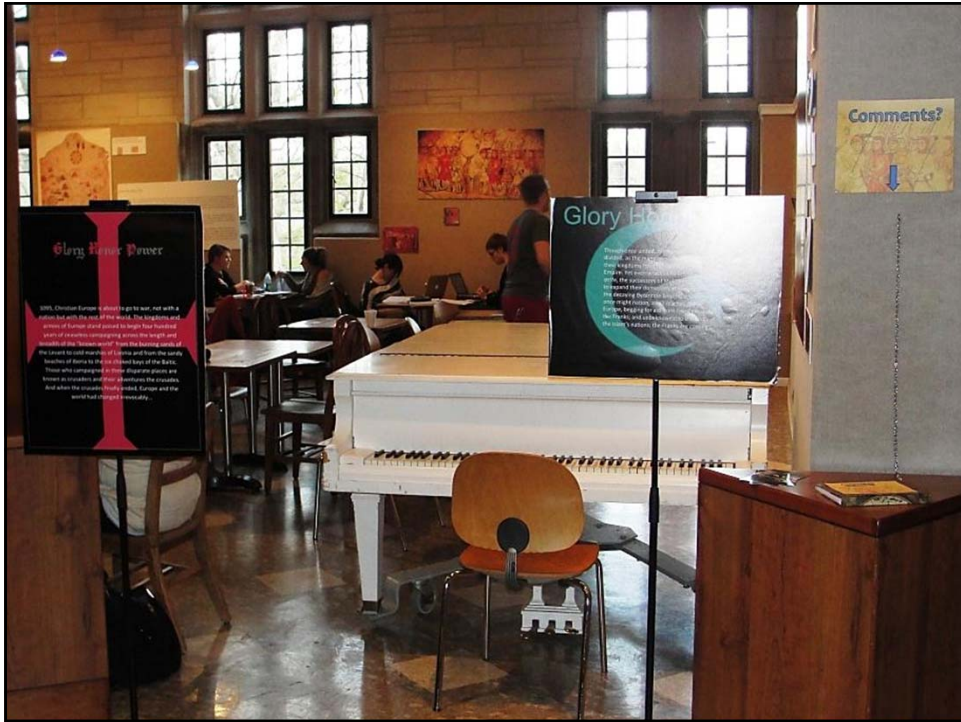
- Historical Fiction (Hoax?)
- Have a class adopt a Wikipedia page or pages

The slide features a vertical strip of five historical illustrations on the left side, depicting various figures in period clothing, including a man in a turban and a woman in a red dress.



## Part 2: Alternatives to Traditional Assignments

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- Have a class adopt a Wikipedia page or pages
- Put together an exhibition or virtual exhibition (public)







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### The Evolution of the Hero: From *Beowulf*, to *Erec and Yvain*, to *The Black Prince*

**HYPOTHESIS:** The 9<sup>th</sup> century in England saw political upheaval due to the fractionalized government of the lords of the Heptarchy and the instability caused by Viking invasions. The need for unity and the end of internal feuding led to stories such as *Beowulf*, written around 900 CE, which show the hero as a unifier, reflecting man's need for each other in society instead of God. In the 11<sup>th</sup> and 12<sup>th</sup> centuries in France, the former distinctions between lords and knights had become blurred, and with more nobles left un-landed due to primogeniture, there was a rise in bachelor knights who roamed the country, competing in tournaments and journeying the countryside. The heroes of stories such as *Erec and Enid* and *Yvain* portray bachelor knights acting chivalrously and courtously, and being rewarded through marriage to beautiful heiresses and wealthy widows. In 14<sup>th</sup> century England, the constant warring and taxation led to discontent among the nobles and newly emerging middle class. Stories such as *The Black Prince* were meant to serve as propaganda, portraying a military hero who was pious and valiant—giving a better connotation to the war by associating a desirable figure-head with it.

**Beowulf**

- Wikipedia—"Anglo-Saxon England" (9<sup>th</sup> century) The government in the 9<sup>th</sup> century was originally organized into a system of kingdoms and sub-kingdoms, but the Viking and Danish invasions in the late 9<sup>th</sup> century represented a political upheaval in England as the Kings of the Heptarchy were overthrown and by beating back the invasions a single King Alfred of Wessex emerged to rule the Anglo-Saxons.
- Norm Knoll—"Beowulf the Hero as Keeper of Human Polity" Contexts that *Beowulf* addresses the need for communities of men to band together. The story reflects man's need for each other instead of God, with punishment arising due to man's acts of villainy against each other.
- Introduction, xiii-xiv) The "Finburg Episode" depicts an image of society as ruled by blood-feuds and feud compensation for murder. Fractionalized lands ruled by minor lords meant frequent feuding over succession; the idea of *wyrd* or fate, can be seen as bleak for the characters of *Beowulf* who demonstrate the damaging effects of feuding.
- Beowulf* (6) Talks about blood-feud arising over Beowulf's father murdering Heatholaf, a Wulfing. The blood-feud followed Beowulf's father, forcing King Hrothgar to offer compensation to the Wulfings for Heatholaf's death in order to avoid their destruction of his lands in pursuit of Beowulf's father.
- Beowulf*, 119) Hermod had been blessed by God in power and wealth, but he turned bloodthirsty and killed his own comrades, and in the end he suffered an unhappy life. By showing him prosecuted and alienated for society because he could not function within it, it attempts to further its message of unity and cooperation among the members of the societies in England.

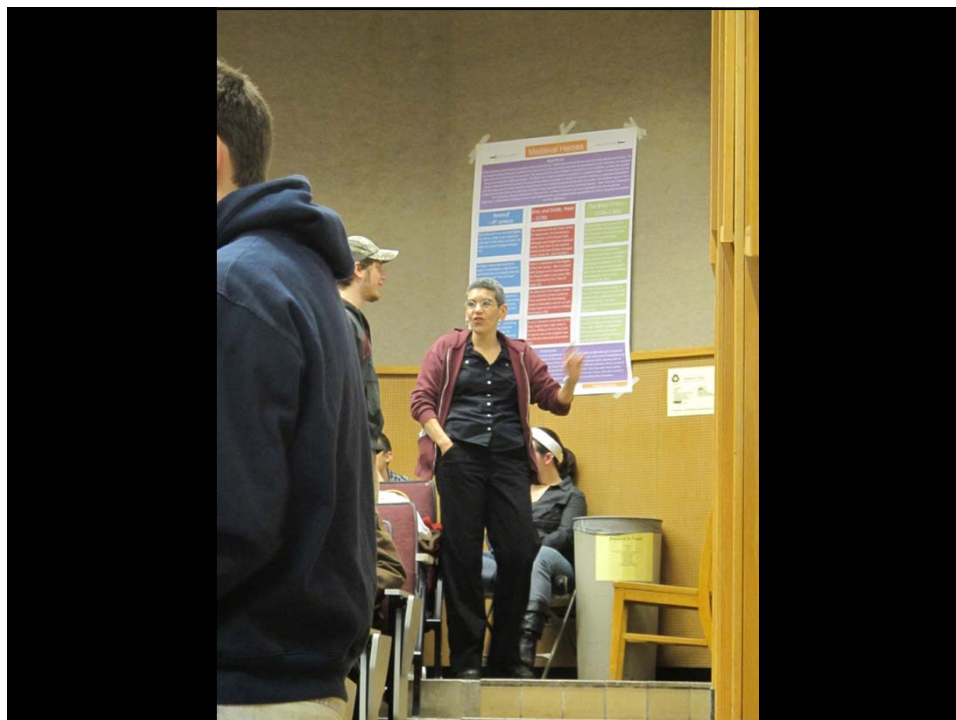
**Erec and Enid and Yvain**

- Steele, Hindman—"King Arthur, His Knights, and the French Aristocracy in Picardy" 112-115) The majority of the manuscripts with Chrétien's romances were written in Picard dialect, and thus were probably read in Picardy. Around 1100, the distinction between a lord (*dominus*) and knight (*milis*) was blurred and the two formed a single juridical *ordo* which practiced primogeniture. In Picardy and Artois in particular, the smallest portion of the patrimony was reserved for the younger children; this, combined with blurred distinctions between knights and nobles led to a fringe group of wandering knights, whose ambiguous role in society found definition in stories such as *Erec and Enid* and *Yvain* which displayed appropriate behavior and the rewards that follow from it.
- Chrétien de Troyes, ca 1133-1185, *Yvain ou Le Chevalier au Lion* This image from a manuscript telling Chrétien's Yvain. In these pictures from the illustrated manuscript, we see Yvain battle with Eschache, Yvain confer with Lunette, and the funeral of Eschache. This appealed to the audience of knightly nobles, who would have liked the honor and valor associated with defeating an evil foe and then marrying his wealthy and beautiful widow. Such scenes of triumph showed that though honor and chivalry, bachelor knights could receive wealth, women, and titles.
- George Daly "The Chivalrous Society: The Transformation of the Aristocracy France at the Beginning of the 13<sup>th</sup> century" (180-181) The super-Princes of the age attempted to diffuse and undermine the power of the local lords, by granting judicial and fiscal powers previously in the lord's domain to the knights who had become wealthier. Conversely, the Church continued to emphasize the image of *milis Christi*, or Christ's knight—making it a point of honor to join the *milis*. During the 11<sup>th</sup> and 12<sup>th</sup> centuries, the literary took over the ceremony whereby a knight was dubbed—converting the act into a sacrament. (pg 180)
- The creation of a French aristocracy of *dominus* and *milis* of politically equal significance emerged due to the growth in power of the so called super princes that eliminated the castellan while also elevating the knights. The romances of authors like Chrétien portray images of the ideal knight, which appealed to the new order created at this time who were constantly in the pursuit of the ideal of chivalry. (pg 181)

**The Black Prince**

- The Disastrous 14<sup>th</sup> Century, UNGW) The 14<sup>th</sup> century was rife with conflict, death, and societal change. Natural disasters such as the Black Death and the little ice age killed nearly half of the European population. Surrounded by apocalyptic events, many sought an authority figure for guidance.
- Wikipedia, The Black Prince) The formation of the Order of the Garter, of which Edward was a founding member, signified the societal shift towards patriotism and away from the chivalrous crusader mentality. Edward acted piously by contributing to the Church and thus paying respect to Christianity. Yes, in battle, Edward acted in ways incongruous to chivalry, utilizing techniques such as "chevauchée," the burning and pillaging of towns and farms and flanking. The debility of a lack of chivalry yet valiant nature exemplify the shift in societal morals.
- The Black Prince, pg 66) ... The Prince plunders and burns a number of French towns along his way. This sort of warfare was utilized to strike terror in the French and to weaken their unity and economy—effective, but un-chivalrous.
- The Black Prince, pg 72) The cardinal Perigord comes to the prince and, out of respect for God and the Church, asks Edward to suspend action to open peace negotiations. He returns seeking to establish a truce for a year, and Edward agrees to comply through Christmas—showing both his power over and respect for the Church.
- Religious Conflict in 14<sup>th</sup> Century England, the ORB) With conflicting lay and clerical interests, lay rulers were at a disadvantage and lost ground because of the clerical monopoly on education. As secular government became better organized, however, the prestige of the centralized church declined and led to an increase in secular power as shown here.

**CONCLUSION:** From the 9<sup>th</sup> to the 14<sup>th</sup> century the image of the noble hero changed from a keeper of human polity to a noble and chivalrous bachelor to a ruthless yet pious military leader. The constant succession wars and blood feuds that shook England in the 9<sup>th</sup> century coupled with the turmoil caused by the Viking invasions led to an increased need for unity among the communities of men. Forner King of Wessex, Alfred, subjugated the Anglo-Saxons and reclaimed territory seized by the Danes, his newly formed and very diverse kingdom required a propaganda campaign to legitimize his rule and deter feuding. *Beowulf* depicts man as dependent upon one another, showing those who transgress the community or other people as receiving divine retribution, and emphasizing this idea by portraying *Beowulf* as a hero as well as a keeper of polity. Increased practice of primogeniture in 11<sup>th</sup> and 12<sup>th</sup> century France, along with increasingly blurred lines between the *dominus* (lord) and *milis* (knight) classes in society created a fringe group of bachelor knights whose ambiguous role in society caused them to wander the countryside participating in tournaments. Stories such *Erec and Enid* and *Yvain*, portray such bachelor knights as heroes—teaching by example that through chivalry and virtuous behavior, these displaced nobles could one day achieve their goals of marrying a beautiful heiress or a wealthy widow—helping them to regain their former status. The disaster and suffering of the 14<sup>th</sup> century led to the revelation that the Church was too corrupt and disorganized to provide order and stability; the void of influence this created was filled by secular authority, which now gained the loyalty of the people who experienced a shift towards patriotism and away from chivalry. *The Black Prince* can be seen as the archetypal hero of this evolution, as he imposed taxes on the Church to fund his war with the French. His pious yet un-chivalrous social nature demonstrate the moral revolution taking place in a society that was badly shaken by the Black Death and was beginning to lose faith in the institutions built to provide order. The shift towards patriotism gave greater power to the secular government and helped break the hold the Church had gained on society in earlier centuries.







## Part 2: Alternatives to Traditional Assignments

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- Have a class adopt a Wikipedia page or pages
- Put together an exhibition or virtual exhibition (public)
- Put together an in-class exhibition/contest
- Individual translation assignment



## Individual translation assignment

"At the end of the course, students complete a final assignment that calls for them to pull together everything they have learned. With Zinn and Johnson in mind, they write a memo to Sen. Robert C. Byrd arguing for one of the books as the best history to adopt for a program of adult education. It is an impossible assignment. Both books are arguably good histories, or bad ones. But impossible tasks call for the utmost one is capable of."


Lendol Calder, "Uncoverage: Toward a Signature Pedagogy for the History Survey"



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- Put together an exhibition or virtual exhibition (public)
- Put together an in-class exhibition/contest
- Individual translation assignment
- Detailed outline essay





## Part 2: Alternatives to Traditional Assignments

What kinds of final assignments could you use in your course to make learning visible?

H211/1210: Latin American Culture and Civilization I

September 26, 2011

### Detailed Outline Essay Exam #1\*

For this assignment, you will prepare a detailed outline of a potential essay. It should take the form of a series of clear points arranged in paragraph form, with notes and bibliography, so that the argument, the evidence and the connections you are making are clear. Each point should be a complete sentence or complete thought, not just words and dashes. In other words, the outline should look close to a final essay; the important thing is that you should focus above all **on your argument, your supporting evidence and analysis**, and not on the final stylistic flourishes of a completed essay. This is why this kind of exam is called a "Detailed Essay Outline" to emphasize its structure. Your Detailed Outline will be judged on the quality and clarity of your argument, connections, explanation and use of evidence, and it should be 4-5 pages long (1" margins, 12-pitch font). Make sure to use course materials only (assigned readings, class notes and projects); that means no internet sources will be allowed. An example of a detailed outline essay and the grading rubric are available in Oncourse/Detailed Outline Essays.

Your detailed outline essay should answer the following question:

You are researching about Mesoamerican and Iberian history prior to 1519 and you know nothing about what actually happened during the conquest (after 1519).

What conclusion(s) can you arrive at when you compare and contrast Aztec and Iberian societies and their worldviews prior to 1519? Why? Explain and support with evidence from course materials. **Without the benefit of hindsight**, what aspects of each of these societies do you think could have helped them or hindered them in the process of conquest after 1519 in Mexico? Explain and provide specific evidence.

**\*Due on Monday, October 3, 2011 by 12 noon.** Submit an electronic file in Microsoft Word of your



## Part 3: How could you prepare students to demonstrate their learning at the end?

1. Write down your final exercise and all the things students will do to show you what they have learned.

Microsoft Excel - B204 Course template for 2009.xls

	A	B	C	D	E	F	G	H	I
		Non-content Objectives of the week	Content and Instruction	Readings and Topic	Modeling(What is being modeled?)	Practice(What form will the practice take?)	Assessment(What is being assessed? What method used?)	Pre- and post Assessments (What is being assessed?)	Point
1	Unit 1	Get the class establishe--Create teams--Practice doing "close reading" of the source and interrogating it--Narrating the textbook	Late Roman antiquity and early Christian society in the Barbarian West	Early Christianity and Early Barbarian Europe					
2	Week 1--January 11, 13	Get the students familiar with the syllabus; get them divided in sections into teams;	<b>Monday:</b> Questions for lecture section: Philosophical underpinnings--why TBL, why little lecturing. Why should we use narrative sources and fiction in history? How can we use them in a useful way? <b>Wednesday:</b> pretest on audience, what do they know about audience and historical context and why should they care? Also about the teams <b>In discussion sections:</b> form criterion based teams, have sample readiness assessment	The syllabus, The first part of chapter 1	Using CLIP	RAPs	Non-graded Readness assessment in discussion sections	Pre-test assessment on the notion of audience in Wednesday class; homework assignment using highlighter for Polycarp life, due Monday at noon.	0
3	Week 2--January 16, no class--MLK day, Jan. 20	Begin teaching students about close reading	<b>Wednesday:</b> readiness assessment on textbook chapter, demonstration of how to narrativize the textbook. <b>In discussion sections:</b> close reading using Polycarp	Remainder of textbook chapter 1; The Passion of St. Polycarp	Narrativizing the textbook in the main class: close reading of Polycarp in discussion sections: Kalani and Eric will model using the first three chapters, then	Practice using CLIP: Students will have to read and write comments on the reading (as homework); close reading for different kinds of evidence	Readness assessment on week's readings in Wednesday's class; ensuring that students have done the reading		20





### Part 3: How could you prepare students to demonstrate their learning at the end?

1. Write down your final exercise and all the things students will do to show you what they have learned.
2. Break down the final tasks into components; decide when you will teach the components; decide how you would assess the components.



### Part 3: How could you prepare students to demonstrate their learning at the end?

General Discussion:

What are your responses to this process?