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**The Teaching of Social Studies
Summer 2005**

This course is the ubiquitous “methods” course that constitutes an introductory portion of nearly every teacher education program in America. It is a very different type of course than most students are normally accustomed to. It does not attempt to cover any factual information, nor does it propose to provide you with a predetermined body of knowledge about the practice of teaching. Rather, this course is conceived as a practicum designed to introduce students to various techniques and skills required of a proficient and skilled educator. There will be very little lecture, and class time will be composed mainly of discussion, group work and modeling activities that can be adapted for use within a secondary level social studies classroom.

A number of assumptions undergird this course, the most important of which is that it is assumed there is an “effective” teaching method that successfully combines content knowledge and pedagogy in a way that makes factual material accessible and relevant to students. As such, a teacher’s role is not only to “cover” facts, but to help students think critically and independently and to understand their worlds both in school and at large. Further, on a daily basis teachers must make important decisions regarding curriculum, not only about what should be taught, but how it should be taught and to what effect. To make such choices, teachers must not only possess knowledge of content and pedagogy, but have cognizance of issues regarding democracy, diversity and power in the classroom. Lastly, effective teachers are able to utilize different and varied instructional techniques, ranging from simulation, cooperative learning, inquiry, arts, source analysis, problem based learning and lecture.

Given these assumptions and principles, this summer we will:

- explore a variety of instructional techniques to broaden your conception of how to approach the instruction of a secondary social studies classroom.
- become proficient at lesson and unit planning, in order to gain facility in organizing social studies curriculum and instruction effectively.
- become familiar with New York State and National Council for the Social Studies (NCSS) curriculum frameworks and standards and how these standards shape and influence decisions about what gets taught and how it gets taught.
- be exposed to various resources and materials for teaching social studies as well as avenues to access them.
- enhance understanding of the impact of culture and other forms of diversity in the classroom.

- gain awareness of different forms of assessment, giving particular attention to inquiry learning and alternative assessment.
- develop strategies for effective classroom management and understanding of how effective planning is linked to sound discipline.
- gain familiarity with ways in which to utilize technology and technological applications to enhance and broaden social studies content.

Course Readings

All books are available at the XX bookstore.

Bart Bower, et. al., *History Alive* (TCI)

Jacqueline and Martin Brooks, *In Search for Understanding: The Case for Constructivist Classrooms* (ASCD)

David Kobrin, *Beyond the Textbook: Teaching History Using Documents and Primary Sources* (Heinemann)

Alan Singer, *Social Studies for Secondary Schools* (Erlbaum)

Grant Wiggins and Jay McTighe, *Understanding by Design* (ASCD)

See also the recommended readings at the back of the syllabus.

Xxxxxx College/NCATE Conceptual Framework:

In keeping with the College's long tradition as the leading intellectual influence on the development of the teaching profession, of serving the needs of urban and suburban schools, in the United States and around the world, the mission of teacher education at Xxxxxx College is to establish and maintain programs of study, service and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This mission is based on three shared philosophical stances that underlie and infuse the work we do:

1. **Inquiry stance:** We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.
2. **Curricular stance:** Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.
3. **Social justice stance:** Our graduates choose to collaborate across differences in and beyond their school communities to demonstrate a commitment to social justice and to serving the world while imagining its perspectives.

These stances are the three dimensions of the educational space that we continuously create. By using critical inquiry as a tool in approaching the complexity of students and their learning, of ourselves and our teaching, our subject matter, and the contexts in which all these operate, we and our students and graduates build effective curricula which benefit students' learning and ultimately serve the larger purpose of the moral growth of the individual and society.

For more information on the Philosophy and Knowledge Bases of the Conceptual Framework Please visit the website.

Alignment with NCSS Standards:

In this course, we will attend to the following NCSS standards:

- explore a range of methods for teaching and learning history and social sciences, and become skilled at the mechanics of lesson and unit planning, in order to develop your knowledge of principles for organizing social studies curriculum and instruction effectively for secondary school students **XX Standards: K3.1, K3.2, K3.3; S3.1, S3.2, S3.3, S3.4; D3.1**
- become familiar with New York State (NYS) and National Council for the Social Studies (NCSS) curriculum frameworks and standards for teaching social studies, so as to enable you to provide developmentally appropriate experiences for learners in their study of history and geography, and civic and economic decision making, consistent with the NYS and NCSS frameworks and standards **XX Standards: K3.1, K3.2, K3.3; S3.1, S3.2, S3.3, S3.4; D3.1**
- be exposed to various resources and materials for teaching social studies, as well as avenues to access them (e.g. instructional technology) **XX Standards: K3.1, K3.2, K3.3; S3.1, S3.2, S3.3, S3.4; D3.1**
- discuss strategies for structuring and assessing learning opportunities in secondary social studies consonant with inquiry and reflective practices in engaging social studies content **XX Standards: K1.1, K1.2; S1.1, S1.2, S1.3; D1.1**
- enhance awareness regarding the study of culture and cultural diversity (race, ethnicity, class, gender, disability, learning style) in the classroom **XX Standards: K4.1; S4.1; D4.1; K5.1; S5.1; D5.1**

Course Requirements:

Assignments – All students must complete two short writing assignments as well as a longer unit project. The specific parameters and due dates of these assignments are discussed below.

Grades – All students will be provided with the opportunity to do as well as is possible in the course. The initial, smaller assignments can be resubmitted for a higher grade and I will be happy to work with you to insure that you succeed in class. Also, please remember that if you elect to take an incomplete in the class (a course of action that is not recommended) you will have one calendar year to complete the requirements needed to receive a grade. Prospective student teachers should also note that they will not be permitted to student teach if they have any incompletes. A rubric discussing the grading policy for the class can be found at the end of the syllabus.

Attendance and Participation – All students should attend class on a regular basis and should be ready to contribute to class discussions. The class will work best if students come prepared and ready to participate. I reserve the right to either raise or lower students grades based on their attendance and participation.

Readings – Students should make every effort to complete the assigned readings, as the class sessions will largely revolve around them. Informed readers will help make for useful and productive class sessions

Contacting Me – Please feel free to contact me if there is anything I can do to help your progress in the class. I will be happy to answer any questions you have or help you in any way.

Collegiality – I expect all students to work to create an open environment where all opinions, views and perspectives are appreciated and respected. This is especially true in a class of this nature, which demands that students be respectful and conscious of the fact that teaching is something that can be approached from a multiple of perspectives.

Disability Statement – Teachers College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration. Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

Statement on Plagiarism – Courses in the Program in Social Studies are intended to provide students with experiences in conducting research, finding suitable resources, and writing curriculum. It is expected that all assignments submitted to fulfill course requirements in the Program must be the product of students' own original thought and effort. Any ideas, materials, documents, etc. used must be carefully documented. Plagiarism is an affront to academic integrity and the high standards of the teaching profession and will be treated accordingly.

Course Calendar

<u>Date/Topic</u>	<u>Reading</u>
<p>July 7th <u>Part One</u> – Introduction <u>Part Two</u> – Defining social studies and why it should be taught</p>	None
<p>July 12th <u>Part One</u> - Unit planning and curriculum design <u>Part Two</u> – Lesson planning</p>	<p>Wiggins and McTighe, <i>Understanding by Design</i>, pages 20-44; 115-158. Alan Singer, <i>Social Studies for Secondary Schools</i>, 143-195.</p>
<p>July 14th <u>Part One</u> – Textbooks <u>Part Two</u> – Primary sources and documents</p>	David Kobrin, <i>Beyond the Textbook</i> , chapters 1-4.
<p>July 19th <u>Part One</u> – Developmental Lesson <u>Part Two</u> – Questioning/Taxonomy</p>	Alan Singer, <i>Social Studies for Secondary Schools</i> , 195-199.
<p>July 21st <u>Part One</u> – Inquiry learning/Constructivism <u>Part Two</u> – Assessment</p>	<p>Bruce Bower, <i>History Alive</i>, 175-192 Brooks and Brooks, <i>In Search of Understanding</i> (whole book). Wiggins and McTighe, <i>Understanding by Design</i>, 63-97.</p>
<p>July 26th <u>Part One</u> – Group work and cooperative learning <u>Part Two</u> – Simulations and roleplays</p>	Bruce Bower, <i>History Alive</i> , 57-91.
<p>July 28th <u>Part One</u> – Classroom management <u>Part Two</u> – Popular culture and current events</p>	Jere Brophy, “Perspectives of Classroom Management: Yesterday, Today, and Tomorrow.” (Distributed in class)
<p>August 2nd <u>Part One</u> – Practice teaching <u>Part Two</u> – Practice teaching</p>	None

Course Assignments

Assignment #1 - "Filtering" an Instructional Unit

Due Date: 7/12

This assignment is designed to help you think about how you will go about planning your final unit project. In the first chapter of *Understanding by Design*, Wiggins and McTighe talk about how to establish "curricular priorities" when designing an instructional unit. To do this, they introduce four "filters" to help prioritize what information is important and what facts and activities need to be given the most attention in the lessons that comprise a unit. For this assignment, read pages 9-12 in *Understanding by Design* and write a paper that explains how your unit topic will address the four "filters" discussed by Wiggins and McTighe.

Assignment #2 - Literature Review

Due Date: 7/26

Chose one of the following topics related to social studies teaching:

Assessment	Curriculum Design	Curricular Gatekeeping
Standards	Inclusion/Differentiated	Gender Studies
Diversity	Instruction	Social Justice
Technology	Inquiry	Cooperative Learning
Media	Instructional	Character Education
Learning Disabilities	Simulations	Teaching of History
Classroom Management	Social Studies Teacher	
Constructivism	Education	

Go to the library and consult at least three articles in academic journals that address the topic you selected. Wherever possible you should try to relate the topic to social studies, but you can use general articles as well. The journals are located on the second floor of the library and the library has many prominent titles that include the following:

Theory and Research in Social Education
American Educational Research Journal
The Educational Researcher
Journal of Curriculum and Supervision
Teachers College Record
Harvard Educational Review
The Journal of Curriculum Studies
The Journal of Educational Research

The Social Studies
Social Education
International Journal of Social Education
The History Teacher
The Journal of Learning Disabilities
The Journal of Special Education
The Journal of Higher Education
The Journal of Teacher Education

To find out where exactly articles on your topic are located and where, consult the various *Handbooks* on the first floor of the library in the reference section. These *Handbooks* (such as *The Handbook of Research on Teaching*) contain chapters related to

various pedagogic issues and they all contain extensive bibliographies. The bibliographies should be an effective roadmap to finding many articles. Alternately, go to the Library website and click on the link "Educational FullText." Follow the prompts for searching (such as "assessment and social studies") and you should be able to find many references.

Once you have found your articles, write a 3-5 critique that compares and contrasts their conclusions and arguments. Your critique should paraphrase what the authors say and also provide commentary on the validity and cogency of their arguments.

Assignment #3 – Instructional Unit

Due Date: 8/8

The culminating activity for this course is an instructional unit that calls on each student to become proficient in the practice of conceiving both the big picture related to teaching (curriculum) as well as the day to day execution of that big picture (lesson plans). As teachers it is important to acquire facility in organizing a school year around separate units, which are in turn comprised of individual lessons.

As such, each student will be required to individually develop a one week unit (5 lessons) on a topic related to social studies secondary education. Also note that this project has been designed in such a way that it will very easily transfer as a key component of the graduation e-portfolio project that is required of all students.

The lesson plans do not need to be consecutive, but they should have a theme, topic or essential question to unify them in some way. In addition to the lesson plans themselves, each unit should include the following:

- An introduction to the unit that outlines the type of class, grade level and students for which the lessons were written. How long are the class sessions? Are the lessons for junior or high school students? Further, students should discuss the concepts and goals that guided the way the unit and lessons were designed. In other words, what does your unit hope to accomplish in terms of outcomes and how will lessons go about fulfilling these goals? Outcomes can come in the form of conceptual understanding, skill development and factual knowledge. Although students can be flexible in terms of the learning environment they create, consider the following as a default assumption: a 45 minute class period; a heterogeneous student population; internet and computer access is available; AV equipment is present in the room.
- Each student should submit a series of "essential questions" that guided the unit's design. A narrative should accompany these questions outlining why they were chosen and how they help tie the unit and lessons together into an overarching concept.
- Each unit should include some type of final assessment and a rubric to evaluate the unit. The assessment should be in the form of a project or activity.

- A statement that outlines how New York State and NCSS learning standards are addressed in the unit.
- The unit should be submitted in hard copy and each class member should also submit their lessons electronically, either via floppy disk, zip disk, email or cd, which I will then transfer to CD-Rom. All class members will receive a copy of the CD.

The lesson plans:

The five lesson plans should include and address the following activities/criteria/approaches:

Group Work	Literature/Poetry
Primary Sources	Film/Artifact/Object
Role Play/Simulation	Technology
Developmental Technique	Artwork/Slides/Photos

Please note that one of the lessons *must* directly address technology and another *must* involve a visual activity of some sort, be it slides, posters, artwork or photos. These visual images should be provided with the lesson.

A note about lesson plans. I will distribute various models of how a “standard” lesson plan is constructed, but do not feel bound by any one particular form. As for the lesson plan topics, they are as follows. Please do not ask for substitutions, as this list is considered final. All the topics are centered on US history. This has been done for two reasons: 1) everyone will teach US history at some point; 2) class members will be provided with a good cross section of lesson plans related to a variety of topics, a fact that will serve you well in your first year of teaching.

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| -Native American studies | -The Progressive Movement |
| -Colonial America | -Immigration (any wave) |
| -The American Revolution | -World War I (at home or abroad)/American military history |
| -The Constitution | -The Roaring Twenties/Harlem Renaissance |
| -U.S. Government/Civics | -The Great Depression/The New Deal |
| -The Supreme Court/American legal history | -World War II (at home or abroad) |
| -The American Presidency | -The Cold War |
| -The Age of Jackson | -The United Nations/American diplomatic history |
| -Slavery | -The 1950s, 1960s, 1970s, or 1980s |
| -The Civil War | -Civil Rights Movement(s) |
| -Reconstruction | -Vietnam |
| -Manifest Destiny/Imperialism | -US Women’s history in America |
| -The Gilded Age/American urban history | |
| Industrialization/American labor history | |

Recommended Readings:

Social Studies Methods

William Dobkin et. al., *A Handbook for the Teaching of Social Studies* (Allyn and Bacon)

Judy Eby, *Reflective Planning, Teaching and Evaluation* (Merrill)

Howard Gardener, *Frames of Mind: The Theory of Multiple Intelligences* (Basic Books)

Alan J. Singer, *Social Studies for Secondary Schools* (Erlbaum)

Jack Zevin, *Social Studies for the 21st Century* (Longman)

Simulations

David Selwyn, *Arts and Humanities in Social Studies* (NCSS Publications)

James A. Percoco, *A Passion for the Past: Creative Teaching of United States History* (Heinemann)

Constructivism

Catherine Fosnot, *Constructivism: Theory, Perspectives, and Practice* (TC Press)

George Gagnon, *Designing for Learning: Six Elements in Constructivist Classrooms* (Corwin)

Merrill Harmin, *Inspiring Active Learning: A Handbook for Teachers* (ACSD)

Group Work and Cooperative Learning

Lynda Baloche, *The Cooperative Classroom: Empowering Learning* (Prentice-Hall)

David Johnson, *Cooperative Learning in the Classroom* (ACSD)

Robert Slavin, *Cooperative Learning: Theory, Research and Practice* (Allyn and Bacon)

Robert J. Stahl and Ronald L. VanSickle, eds., *Cooperative Learning in the Social Studies Classroom* (NCSS Publications)

Classroom Management

C.M. Charles, *The Synergetic Classroom: Joyful Teaching and Gentle Discipline* (Allyn and Bacon)

Edmund Emmer, *Classroom Management for Secondary Teachers* (Allyn and Bacon)

James D. Long, *Making it till Friday, A Successful Guide to Classroom Management* (Princeton)

Robert Tauber, *Classroom Management: Sound Theory and Effective Practice* (Bergin and Garvey)

Assessment

Linda Darling Hammond, ed. *Authentic Assessment in Practice* (NCREST)

Alfie Kohn, *The Case Against Standardized Testing: Raising the Scores, Ruining the Schools* (Heinemann)

Peter Sacks, *Standardized Minds: The High Price of America's Testing Culture* (Perseus)

Grant P. Wiggins, *Educative Assessment: Assessment to Improve Student Performance* (ACSD)

Standards

Michael Apple, *Official Knowledge: Democratic Education in a Conservative Age* (Routledge)

Deborah Meyer, ed., *Will Standards Save Public Education?* (Beacon)

Gary Nash et. al., *History on Trial: Culture Wars and the Teaching of the Past* (Knopf)

Inquiry and Questioning Techniques

Walter Bateman, *Open to Question: The Art of Teaching and Learning by Inquiry* (Jossey-Bass)

Byron Massialas and Benjamin Cox, *Inquiry in Social Studies* (McGraw-Hill)

Life in Schools and Classrooms

David Berliner, *The Manufactured Crisis: Myths, Fraud and the Attack on America's Public Schools* (Perseus)

Esme Codell, *Educating Esme: Diary of a Teacher's First Year* (Algonquin Books)

Philip Jackson, *The Practice of Teaching* (TC Press)

Jonathan Kozol, *Savage Inequalities: Children in America's Schools* (Harper)

Sara Lawrence Lightfoot, *The Good High School: Portraits of Character and Culture* (Basic)

Nel Noddings, *The Challenge to Care in Schools* (TC Press)

Diversity

James Banks, *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* (Allyn and Bacon)

Carlos Cortes, *The Children are Watching: How the Media Teach About Diversity* (TC Press)

Katherine Cornbleth, *The Great Speckled Bird: Multicultural Politics and Educational Policymaking* (St. Martin's)

Lisa Delpit, *Other People's Children: Cultural Conflict in the Classroom* (New Press)

History of Education

Hazel Hertzberg, *Social Studies Reform, 1890-1980* (Social Science Consortium)

Carl Kaestle, *Pillars of the Republic: Common Schools and American Society, 1790-1860* (Hill and Wang)

Herbert M. Kliebard, *The Struggle for the American Curriculum, 1893-1958* (Routledge)

David Tyack, *The One Best System* (Harvard)