

Secondary Social Studies

The Evergreen State College

Meetings: Fridays from 1:00 - 4:00

Week 3: Wednesday from 2:00 - 5:00 (location TBA)

Sem II A3109

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Central to this course is an in-depth exploration of the structure the discipline of history as outlined by Bransford et. al. in the introduction and chapter 2 of *How students learn: History in the classroom*. I am choosing to focus on the discipline of history for four reasons: 1) Even though you may have teaching assignments in the other areas of social studies, most positions include some teaching of history; 2) Focusing our collective learning on history will allow you to develop a way of thinking through in-depth knowledge that that you can transfer to other disciplines within the social studies such as geography and economics; 3) I will be drawing heavily on my social studies teaching experience, which consists of Pacific Northwest and U.S. History; 4) By high school, many students have come to see history as “a boring subject full of dead guys and dates.” It doesn’t have to be that way.

By the end of this course you will:

- Know how to access professional social studies resources that are congruent with how people learn;
- Differentiate between second-order concepts and substantive concepts in history;
- Strengthen your ability to employ multimodal and multi-text literacy strategies in creating social studies learning experiences;
- Recognize ‘templates’ for the teaching of social studies;
- Recognize students’ conceptions and misconceptions about social studies;
- Apply questioning strategies that result in high cognitive demand for all students;
- Write and teach effective social studies lessons.
- Develop your identity as a Social Studies Teacher (in contrast to an identity as a teacher who happens to teach social studies.)

Required Readings

Texts

- * Walsh, J. & B. Sattes, (2005) *Quality questioning: Research-based practice to engage every learner*.
- * Hinchman, (2008)

Online Resources

- * National Research Council, (2007) *How students learn: History in the classroom*. (ELM)
- * OSPI Standards/NCSS Thematic Strands/Teacher Standards
- * Shorto, R., “Founding Father?” *New York Times Magazine*, Feb. 14, 2010
- * Bigelow, B. (1998) “Once Upon a Genocide: Columbus in Children’s Literature,” *Rethinking Columbus*. (ELM)
- * *Rethinking Schools*, Social Education, *Smithsonian Magazine*

Available on reserve at the library

- * Hakim, J. *A History of Us*

Assignments and Expectations:

You will be learning from each other throughout the quarter. Your careful preparation for each session is critical for your own growth and that of your colleagues. Each session will require written preparation.

Weekly Prep Page:

I would like you to write weekly during this quarter to support your learning. This is a place to make sense of ideas, share what you are thinking, contrast readings against each other, and challenge or relate to ideas based on your classroom experience. This is also a place to pull together ideas discussed in the previous week's class. Therefore, it is both a prewriting and a post-class reflective assignment. Your papers should be informal but deeply reflective. That is, they can be very conversational with Jana. I will converse back to you. They should be roughly one typed single-spaced page. Include:

- Important ideas and practices that you learned from the previous week as well as questions that linger for you (post-class reflective);
- Insights and questions that surface for you from the week's readings that are due that session.

Professional Readings Presentations

Three times during the quarter, select an article from one of the social studies journals on this syllabus to present to your colleagues. In a fifteen minute presentation, you will:

1. summarize the essential ideas of the article;
2. identify which EALRs are related to the content of the article;
3. identify which second order and substantive concepts are represented in the article;
4. offer an analysis of the article in light of multicultural education and learning theory;
5. provide a complete APA-style citation for the article.

Be prepared to share your findings with your colleagues. See weekly schedule for due dates. *This assignment provides a place to explore the social studies outside of history.*

Peer Review of Lesson Plans

Guidelines based on student teaching handbook to be distributed week 3.

Student Interview

Guidelines to be distributed week 4.

Lesson Plans and Practice Teaching:

You will prepare 4 lessons and teach 4 times over the course of the quarter.

The lesson plans you develop will follow the four-column lesson plan format introduced last quarter. In addition to the four columns you must also include:

1. The Washington State EALRs addressed by your lesson,
2. An assessment plan for understanding what participants know before, during and after the lesson.
3. A learning objective which states what students should know and be able to do.

Your lesson plan must include enough detail that your reader can create the lesson in his or her imagination, even without actually experiencing it. The fourth column must include specific actions and questions you anticipate being necessary during the lesson.

Please use the template at the end of this syllabus as you write your lesson plans. Use additional pages as needed.

Micro-teachings -- You will develop, teach and revise two lessons. You will teach one of these lessons to your peers during class and teach the other to a group of at least three people outside of class time. You will have 30 minutes for each lesson. For each of these assignments you will work with the strategies outlined in chapters 8 (multi-text) or 9 (multi-modal) of Hinchman.

Template Task -- You will develop a task based on one of the templates you experience during the first five weeks of class. We will extend class by one hour weeks seven and eight so that each group can

have more time. I will provide a general area of American history from which to draw. You will decide on which second order and substantive concepts to focus.

Share the work -- Divide the lesson by the number of people you have in your group. Do so logically. Each person needs to be prepared to lead each portion of the lesson -- from launching the task to leading a reflection on what people learned. One hour before class, I will randomly draw names for the order in which group members will teach. You will lead the lesson in the order in which names were drawn. I will send out an email to let you know the results of the draw.

You will have one hour and twenty minutes to teach the lesson from start to finish. I will take detailed notes during the lesson to help trigger your memories for your reflection.

Reflections for micro-teachings and template task -- For your lessons, you will offer an analysis of using following guiding questions:

- Was I able to anticipate what students would do and say?
- Were my interventions effective?
- What ideas did students have that I did not anticipate?
- In what ways did the lesson plan help my teaching of the lesson?
- What changes do I need to make to maintain challenge for all students?
- What do evidence do I have of student learning?
- How did students respond to your instruction? What evidence do you have for your understanding of the response?
- What evidence do I have that content was both accessible and rigorous?

Revisions to lesson plans – It’s one thing to know what went wrong and it’s another to know what to do about it. I want you to revisit your lesson plan and based on what you know after teaching it, and from you peer reviewers, identify and make necessary changes. If for example, participants didn’t understand the directions, spell out the directions you now know you should have given.

What to turn in for each lesson --
 Reflection on teaching experience
 Revised 4-Column Lesson Plan (use fonts or ink-color to make revisions evident)
 Materials and/or references for materials used during the lesson.

Summative Demonstration Lesson -- During our last session together, each of you will teach a 45 minute lesson based that serves as an application of the principles of your identity as a social studies teacher. With your lesson plan (yes, 4-column again) you will turn in a one-page statement of your social studies teaching philosophy that includes an articulation of how your lesson design illustrates your developing approach to teaching social studies. There will be no revision or reflection on this lesson.

Week	Focus/Activities	Preparation	Follow-up
1	Set norms Course overview Present Social Studies Resources Template: Placards Second order concepts: newspaper illustrations	Rest, resulting in renewed enthusiasm.	

Week	Focus/Activities	Preparation	Follow-up
2	Visitor: Bill Bigelow Templates: Tea Party & Textbook Detectives Professional Reading Presentations	Weekly Prep Page • Bransford, (pp.1 - 77) • Walsh (p. 22 - 75) Professional Reading Presentation	
3	Class will meet Wednesday afternoon this week. "History Wars" Professional Reading Presentations	Weekly Prep Page • OSPI/National Standards • NY Times Magazine, "How Christian Were the Founders?" • Texas State Standards Professional Reading Presentation	
4	Template: Role Play Micro-teaching	Lesson plans (All)	
5	Discuss Quality Questions Template: Mock Trial Micro-teaching	Weekly Prep Page Lesson plans (All)	
7	Class meets for an extra hour Template Task I & II	Weekly Prep Page Lesson plan for Template Task groups I & II Submit peer reviewed, revised lesson plans and reflection. Written peer reviews	
8	Professional Reading Circles Class meets for an extra hour Template Task III & IV	Weekly Prep Page Lesson Plan for Template Task groups III & IV Professional Reading Summary	
9	Summative Demonstration Lessons	Submit reflection and revised template task lesson plan. Demo lesson plan and philosophy paper.	