**Course Overview**

This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing managing, and assessing social studies learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This quarter we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism. Two main strands drive the course’s curriculum. First is an exploration of what history/social studies are and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans (activities) `in your classrooms.

Our essential questions and leaning goals will frame and guide this class. You will have a chance to uncover, examine, and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

More specifically, this course will address the following:

* Engage in critical reflective discussions of research and practitioner readings;
* develop learning activities, unit plans;
* develop assessment tools, reflect on teaching practice and
* focus on practical investigation and modeling of student centered and activity based methods designed to meet the individual needs of a diverse student population.

**Essential Questions for the Quarter**

* What does it mean to teach for social transformation?
* How do I enact culturally responsive pedagogy as a transformative educator?
* What does it look like when students are engaged in transformative learning experiences?

**Essential Questions for the Strand**

* What is historical thinking?
* What does it mean to prepare secondary students to be civically engaged in a culturally pluralistic society?
* Why are secondary students disengaged from history/social studies

**Required Texts**

Lesh, Bruce. Why won’t you just tell us the answer: Teaching historical thinking (2011) Stenhouse

Publishers

Singer, A. Social studies for secondary schools: Teaching to Learn, Learning to teach. (2009) 3rd ed.

Routledge NY.

VanSledright, B. Assessing Historical thinking and understanding: Innovative designs for new

standards.(2014) Routledge. New York

Wiggins, G. & McTighe, J. Understanding by Design. (2005) expanded 2nd edition Association for

Supervision and Curriculum Development New Jersey

**Articles/Book Excerpts:**

Please note the all additional readings are posted on Moodle.

**General Internet Resources:**

National Writing Project

<http://wwwnwp.org/cs/public/print/resource922>

Free teaching resources

<http://free.ed.gov/sujbjects/.cfm?subject_id=19>

<http://www.tolerance.org/teach/index.jsp>

National Archives

<http://www.archives.gov/index.html>

Library of Congress

<http://www.loc.gov/index.html>

Gilder Lehrman institute of American History

<http://www.gilderlehrman.org/>

Center for History and New Media

<http://chmm.gmun.edu>

Historical Thinking Matters

<http://historicalthinkingmatters.org/>

National Council for the Social Studies

<http://www.socialstudiees.org/>

National Council for History Education

<http://www.nche.net/>

**Also**   
Please join the National Council for the Social Studies as a **student member**. Go to [www.socialstudies.org/membersip](http://www.socialstudies.org/membersip). Fill in and submit the on-line form. If the form asks you to choose a journal please select the option that offers *Social Education*.

**Assignments:**

**Reflections on Guiding Questions**

*Pre-assessment-Reflection #1:* Document your initial thinking about the guiding questions. Write 1 to 2 pages (double spaced) per question. This is a pre-assessment for me and a self-assessment for you. It will help you consider the knowledge and thinking you bring into the strand at the beginning of the quarter.

*Post-assessment-Reflection #2.* Reflect on what you have learned during the quarter as it relates to the guiding question. You should consider this assignment to be an integration of ideas of things you have learned in the social studies methods courses as well as in other strands this quarter. The key to this assignment is to provide evidence that demonstrates your ability to integrate concepts from this strand as well as other strand, particularly cultural diversity and human development. You are expected to write 2 to 3 pages (double spaced) per question. Please reference specific readings, activities, to support your paper. Lastly, spend about 1- pages reflecting on how your thinking has changed since you completed the first reflection. The key to this section is to make visible to the reader (me) in what ways you see that your thinking has developed over the course of the quarter

**Reading Journal**

For assigned reading you have two options you will write a 2-paragraph summary of the article/reading. You are expected to write 1 full paragraph that summarizes the main points of the reading and 1 paragraph that provides analysis and/or draws connections between the article and other concepts/ideas you are learning in the program. Reading journals are due Thursday at 11:55pm. Submit your reading journal as a single file (pdf or word) containing only the readings from that week.

\*Chapters should be summarized. For example, if you are assigned to read Chapters 1-3, you should summarize these chapters separately so that you have three different entries in your reading journal for that week.

**History through a Student’s Eyes Assignment**

***This assignment was originally developed by Linda Levstik of the University of Kentucky and Keith Barton of the Indian University for their elementary methods courses. This assignment has been modified for secondary students.***

This assignment will help you to understand what secondary-age students already know and think about social studies. For this assignment, you will interview two secondary age children (grades 7-12). Neighbors, sisters, brothers, cousins, nieces, nephews, students in your field placement, etc. are all perfect candidates. You should either record the interview to us in your writing your essay or take very detailed notes during the interview. The interview has two components: a photography activity and a general interview.

**Photography Activity**

For this assignment you will need to access the extensive digital archives of the Library of Congress to retrieve photographs/drawings that span the last two hundred and fifty years of American History. You will use these pictures/drawings as an avenue to engage the students in historical thinking.

Explain to the students that you will show them pictures and ask them questions about what they know. Explain that some questions might be too easy or too hard, and if there are any questions they don’t the know the answer to, it’s okay just to say,” I don’t know”. Ask if they have any questions before you start.

Then begin the interview. Ask the student to look through the pictures and ask to choose the eight most significant historical events as represented in the images. After the student has chosen the most “significant events”, ask why they chose the pictures they did. You might choose to focus on one picture and have the student explain the significance of the event.

Then, have the student choose the image they find most intriguing—with the student/s work through the following primary source worksheet noting his or her answers an responses: <http://memory.loc.gov.learn/lessons98/primary.html>

**Interview**

Part Two of this assignment involves interviewing your two students. We will work together in class to create an interview protocol. At the center of the interview is to get a sense of students’ historical thinking. Additionally, you will be attempting in this interview to gather data that reflects students’ attitudes towards specifically toward history and more broadly to social studies at the middle school and secondary level.

**Paper**

Please type up (transcribe) the student responses to your photograph and interview questions. Read through the student responses. From your analysis identify 3 to 4 main conclusions you have drawn from the interview, support each with the use of specific examples from the interview. Additionally, explain 3 to 4 instructional implications of each of these conclusions. Your conclusions should be generalizations which identify patterns in students’ responses not a description of students’ response to every question you asked. Instructional implications must include reference to readings assigned in class. Make sure to use APA conventions when citing resources. A rubric will be used to assess the assignment.

Tentative Course Schedule

\*Please note that the instructor reserves the right to make changes to the syllabus

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| --- | --- | --- | --- |
| **Week** | **Weekly Questions & Activities**  Introductions  Overview of Syllabus  Assignments | **Reading Due**  Readings:  Westheimer & Kahn  What Kind of Citizen? | **Assignments** |
| Week 2 | **History and Social Science Teaching Disciplined Based Instruction**  **Teaching History**  Structures and Organization History and Social Science Disciplines  Introduction to the Intellectual components of history and social science content: facts, concepts, generalizations and theories  **Historical thinking**  History, vital themes, and Narratives  **Organizing the History Course** | Readings:  Singer: chaps. 3 & 4  Wiggins & McTighe: chaps. 2 & 3  Look through the NCSS Standards  <http://wwwsocialstudies.org/standards/execsummary> | Pre-assessment Assignment-Due 11:59 pm |
| *Week 3* | Teaching controversial Topics and Current Events  Why and how do we incorporate current events and controversial issues in the curriculum  How can a teacher organize history to help students both comprehend the subject and remember key ideas? How can teachers create durable knowledge? How does a teacher select important historical knowledge or organize instruction?  Deliberations and Discussions in History | Readings:  Singer- chap. 5  Hess-Controversies about Controversial Issues in Democratic Education  Parker-Public Discourses in schools  Wiggins & McTighe- The Six Facets of Understanding |  |
| *Week 4* | Are all historical topics equally important  What is the relationship of knowledge, values and skills in the teaching of history and the social sciences? | Readings:  Singer-chap. 6 & 7  Wiggins & McTighe: Essential Questions: Doorways to Understanding |  |
| Week 5 | How can I find out about my students as learners  In-Class Developing Student Interview Protocols | Readings:  Lesh-entire book  Wiggins & McTighe: Thinking Like an Assessor  Wiggins & McTighe: Criteria and Validly |  |
| Week 6 | Teaching History, Lesson and Unit Planning  Historical Understanding and Performance Assessment  Teaching History Using Primary Resources  Work session-accessing Library of Congress | Singer-chap 8  Wiggins & McTighe: Planning for Learning |  |
| Wek7 | How can we elicit students’ ideas and help students understand the ideas of others?  Instructional Methods for Teaching Social Studies | Singer-chap. 9  Wiggins & McTighe: Teaching for Understanding  Russell & Waters-Instructional methods for teaching social studies: a survey of what middle school students like and dislike about social studies instruction | Student Interview: Post written analysis by Monday @11:55pm |
| Week 8 | Reading and writing in history/ social studies  Social Studies Alive…social action projects | Singer-chap. 10  Beyer-Using Writing to learn in history  Readings: TBD  Epstein-Independent voices, social insight and action: an analysis of a social action project (PDF) | Post-Reflection Essay due by 11:55pm |
| Week 9 | EdTPA Workshop |  |  |
| Week 10 |  |  |  |