

## **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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While we will touch on the domains of economics and geography, central to this course is an in-depth exploration of the structure the discipline of history as outlined by Bransford et. al. in *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.
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:

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

### Required Texts:

National Research Council, (2007) *How students learn: History in the classroom*. \*

OSPI Standards/NCSS Thematic Strands/Teacher Standards\*\*

Shorto, R., “Founding Father?” *New York Times Magazine*, Feb. 14, 2010.\*

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

Hinchman, (2008) *Best practices in adolescent literacy instruction*, Chapters 8 and 9  
*Rethinking Schools, Social Education, Smithsonian Magazine*\*\*

Available on loan from your instructor:

Hakim, J. *A History of Us*

Menzel, P. *The Way the World Eats*

Menzel, P. *Material World*

\* Available as PDFs on ELM under “Spring Quarter Readings: Secondary Social Studies.”

\*\* On-line and/or library resources.

### **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 requires at least two kinds of 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.

### ***2-D Cultural Artifacts***

Twice during the quarter, you will bring in two cultural artifacts that illustrate one of the organizing concepts of history: time, change, empathy, cause, evidence and accounts.

### ***Professional Readings Summary***

Read an article from your chosen social studies journal. In writing, summarize the essential ideas of the article, identify which EALRs are related to the content of the article, which organizing and substantive concepts are represented in the article, and offer an analysis of the article in light of Bransford and learning theory. You should write about one single-space typed page. See weekly schedule for due dates. *This assignment is the place to explore the social studies outside of history.*

### ***Peer Review of Lesson Plans***

Guidelines to be distributed week 3.

### ***Lesson Plans and Practice Teaching:***

The lesson plans you develop will follow the four-column lesson plan format introduced last quarter and will include an explanation of 1.) How your lesson conforms to the principles of how people learn, 2.) The Washington State EALRs addressed by your lesson, 3.) A plan for how you will know what participants have learned, 4.) The central and substantive concepts addressed by your lesson. 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.

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

*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 45 minutes for each lesson. For each of these assignments you will work with the strategies outlined in chapters 8 or 9 of Hinchman. As you develop your

lessons use as a general guide the relevant principles of effective social studies instruction from the NCSS website.

*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 central and substantive concepts to draw.

*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 the mathematical challenge for all students?
- What evidence do I have of student learning?
- What evidence do I have that content was both accessible and rigorous?

*What to turn in for each lesson* --

Revised 4-Column Lesson Plan (use fonts or ink-color to make revisions evident)

Reflection on teaching experience

*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 two-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.

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

Week	Focus/Activities	Preparation	Follow-up
2	Discuss Bransford Template: Simulation w/ current events connection. Professional Reading Circles	Weekly Prep Page • Bransford, (pp.1 - 77) Summary of Professional Reading 2-D cultural artifacts	
3	<b>Class will meet Wednesday afternoon this week.</b> Discuss Standards Template: Tea Party Micro-teaching A, B, C, D	Weekly Prep Page • OSPI/National Standards Lesson plans (All.)	
4	Discuss "History Wars" Template: Role Play Professional Reading Circles	Weekly Prep Page • NY Times Magazine, "How Christian Were the Founders?" • Florida State Standards Summary of Professional Reading 2-D cultural artifacts	
5	Discuss Quality Questions Templates: Textbook Detectives and/or Children's Literature (TBA) Micro-teaching E, F, G, H	Weekly Prep Page • Walsh (pp. 22-75) Lesson plans (All.)	
7	Discuss Mock Trial <b>Class meets for an extra hour</b> Template Task I & II	Weekly Prep Page • Rethinking Columbus Mock Trial and children's literature and/or textbook detectives Lesson plan Template Task groups I & II Submit peer reviewed, revised lesson plans and reflection. Written peer reviews	
8	Professional Reading Circles <b>Class meets for an extra hour</b> Template Task III & IV	Weekly Prep Page Lesson Plan Template Task groups III & IV Summary of Professional Reading	
9	Summative Demonstration Lessons	Submit revised template task lesson plan. Demo lesson plan and philosophy paper.	