

Secondary Social Studies Methods: Providing Relevant Instruction and Frames for Understanding revised 05-23

Spring Quarter 2013

Time/Place: Wednesdays, 5-8PM, Room 218 (week 4 switched to Monday, April 22nd)

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Office Hours by appointment ☺

Course Goal

To use resources and increasing instructional knowledge so our students can use social studies and connect social studies to their own lives—in ways that are relevant and empowering.

Objectives

Teacher candidates will be able to:

- Provide paraphrased understanding of major social studies themes. Define what social studies means.
- Analyze numerous instructional methods that engage students in critically considering the major themes of social studies.
- Consistently name, reference, and align the CCSS-Social Studies to lesson planning.
- Complete lesson plans using the MiT template for Secondary Social Studies, incorporating at least **3** different methods.
- Begin to articulate and envision unit plans that meet CCSS and school district requirements in the field of social studies.
- Begin to articulate and envision the feasibility and implementation of instructional ideals embodied by the “Flipped” classroom model.
- Articulate self-growth and readiness as a prospective social studies teacher, including specifics necessary for refinement.

Required Texts

Williams, Yohuru Rashied. (2009). *Teaching U.S. History Beyond the Textbook: Six Investigative Strategies, Grades 5-12*. Corwin.

And choose at least one (or both) depending on grade level focus...

Zinn, H. (2003). *A People's History of the United States: 1492-present*. HarperCollins.

or

Spodek, H. (2001). *The World's History: Combined Volume*. Prentice Hall. 3rd or 4th edition.

Suggested Texts

Loewen, James W. (1996). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. Touchstone.

Kobrin, David. (1996). *Beyond The Textbook: Teaching History Using Documents and Primary Sources*. Heinemann.

Assignments include:

- **Entry/Exit Tasks Journal**. Journal checks unannounced. (reflections written in-class stemming from homework preparation and class engagement from the session)
- **Reading Summaries (7)**. (evidence of chapter readings and self-selected articles)
- **Practicum Reflections in Social Studies (2)**. (weeks 3 & 6)
- **Essays (2)**. (“What is Social Studies?” week 3; “What Considerations are Essential for Effective Instruction in Secondary Social Studies?” week 9)
- **Effective Method Presentation Using Current Technology (1)**. (week 6, 8, or 9)
- **In-Class Lesson Plans from Workshops (3)**. (series of lessons plans and reflections completed in a collaborative workshop format; due the following week).

*Requirements/rubrics/checklists will all be posted on moodle well in advance.

Secondary Social Studies Weekly Schedule, Spring 2013

WEEK	-Class Focus in the form of questions (Broad Instructional Setting) ▪ Course objectives	READINGS / <u>ASSIGNMENTS DUE</u>
WEEK 1 4/03/13	<p>-What are the essential considerations for social studies instruction? -What are the key themes according the NCSS and according to us? -What is the “Flipped” classroom? -What does the coursework call on me to do?</p> <p>(lecture with graphic organizer, discussion, solo reflection, small group inquiry & collaboration)</p> <ul style="list-style-type: none"> • Provide paraphrased understanding of major social studies themes. Define what social studies means. • Begin to articulate and envision the feasibility and implementation of instructional ideals embodied by the “Flipped” classroom model. 	<p>*Article: Chapter 1 (Constructing History) from Kobrin on moodle *Syllabus</p> <ul style="list-style-type: none"> ○ <u>Entry Task Journal: History Timeline</u> ● <u>Reading Summary (1)</u>
WEEK 2 4/10/13	<p>-What are the “Haunted History” and the “CSI” approaches, and why might they be effective? -What instructional ideas do these methods employ? -What units can I envision, and what lessons can I construct, that use these or similar instructional ideas?</p> <p>(demo observation, solo reflection, discussion, lesson planning workshop)</p> <ul style="list-style-type: none"> ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Consistently name, reference, and align the CCSS-Social Studies to lesson planning. 	<p>*Williams: Introduction; Chapters 1 & 2</p> <ul style="list-style-type: none"> ○ <u>Entry Task Journal: The Gettysburg Address</u> ● <u>Reading Summary (2)</u> <p>Arrive 5 minutes early for demo lesson</p>
WEEK 3 4/17/13	<p>-What is “Historical Fingerprinting?” and why might it be effective? -What instructional ideas does this method employ? -What units can I envision, and what lessons can I construct, that use these or similar instructional ideas?</p> <p>(discussion, solo reflection, sharing in small group, small group inquiry & collaboration, lesson planning sharing & workshop)</p> <ul style="list-style-type: none"> ▪ Provide paraphrased understanding of major social studies themes. Define what social studies means. ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Consistently name, reference, and align the CCSS-Social Studies to lesson planning. ▪ Complete lesson plans using the MIT template for Secondary Social Studies, incorporating at least 4 different methods. 	<p>*Williams: Chapter 3 *Self-selected article on primary/secondary sources</p> <ul style="list-style-type: none"> ● <u>Practicum Obs (1)</u> ● <u>Paper: “What is Social Studies?” (1)</u> ● <u>Reading Summary (3)</u> ● <u>Lesson from previous workshop (1)</u>

<p>WEEK 4</p> <p>4/22/13 MONDAY</p>	<p>-What are the essential considerations for social studies instruction? -In what ways do the CCSS potentially impact social studies instruction? -What have I learned so far?</p> <p>(demo observation, solo reflection, discussion, small group inquiry & collaboration, lesson planning sharing & workshop)</p> <ul style="list-style-type: none"> ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Consistently name, reference, and align the CCSS-Social Studies to lesson planning. ▪ Complete lesson plans using the MiT template for Secondary Social Studies, incorporating at least 4 different methods. ▪ Begin to articulate and envision unit plans that meet CCSS and school district requirements in the field of social studies. ▪ Begin to articulate and envision the feasibility and implementation of instructional ideals embodied by the “Flipped” classroom model. ▪ Articulate self-growth and readiness as a prospective social studies teacher, including specifics necessary for refinement. 	<p>*Article TBD on moodle</p> <ul style="list-style-type: none"> ○ <u>Entry Task Journal: Hammurabi Code of Laws</u> ● <u>Reading Summary (4)</u> <p>Arrive 5 minutes early for demo lesson</p>
<p>WEEK 5</p> <p>5/01/13</p>	<p>-What is “The Intersection?” and why might it be effective? -What instructional ideas does this method employ? -What units can I envision, and what lessons can I construct, that use these or similar instructional ideas? -In what ways can I envision the use of technology in my social studies instruction?</p> <p>(lecture, discussion, small group inquiry & collaboration, lesson planning sharing & workshop if time permits, solo reflection)</p> <ul style="list-style-type: none"> ▪ Begin to articulate and envision the feasibility and implementation of instructional ideals embodied by the “Flipped” classroom model. ▪ Provide paraphrased understanding of major social studies themes. Define what social studies means. ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Consistently name, reference, and align the CCSS-Social Studies to lesson planning. ▪ Complete lesson plans using the MiT template for Secondary Social Studies, incorporating at least 4 different methods. 	<p>*Williams: Chapter 4 *Self-selected article on studying history as a choice in time (“The Intersection”)</p> <ul style="list-style-type: none"> ● <u>Reading Summary (5)</u> ● <u>Lesson from previous workshops (2)</u> <p>Guest Speaker, incl. Technology in the Classroom</p>

<p>WEEK 6 5/08/13</p>	<p>-What is "SCOUTS" and why might it be effective? -What instructional ideas does this method employ? -What units can I envision, and what lessons can I construct, that use these or similar instructional ideas?</p> <p>(demo lesson, solo reflection, sharing in small group, small group inquiry & collaboration, lesson planning sharing & workshop)</p> <ul style="list-style-type: none"> ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Begin to articulate and envision unit plans that meet CCSS and school district requirements in the field of social studies. ▪ Consistently name, reference, and align the CCSS-Social Studies to lesson planning. ▪ Complete lesson plans using the MiT template for Secondary Social Studies, incorporating at least 4 different methods. 	<p>*Williams: Chapter 5 * Self-selected article/resource on important law case(s) for social studies exploration</p> <ul style="list-style-type: none"> ○ <u>Entry Task Journal: Montgomery Bus Boycott</u> ○ <u>Presentation of Methods groups 1</u> ● <u>Practicum Obs (2)</u> ● <u>Reading Summary (6)</u> <p>Arrive 5 minutes early for demo lesson</p>
<p>WEEK 7 5/15/13</p>	<p>-Micro-Teaching week: No Class</p>	
<p>WEEK 8 5/22/13</p>	<p>-What is "ESP+C" and why might it be effective? -What instructional ideas does this method employ? -What units can I envision, and what lessons can I construct, that use these or similar instructional ideas?</p> <p>(demo lesson, solo reflection, presentation, small group inquiry & collaboration, lesson planning sharing)</p> <ul style="list-style-type: none"> ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Begin to articulate and envision unit plans that meet CCSS and school district requirements in the field of social studies. 	<p>*Williams: Chapter 6 & Conclusion *Self-selected article on frameworks/tools for students in the discipline of social studies</p> <ul style="list-style-type: none"> ○ <u>Entry Task Journal: Teotihuacan and the Pyramid of the Sun</u> ○ <u>Presentations of Methods groups 2, 3 & 4</u> ● <u>Reading Summary (7)</u> ● <u>Lesson from previous workshops (3)</u> <p>Arrive 5 minutes early for demo lesson</p>
<p>WEEK 9 5/29/13</p>	<p>-What are the essential considerations for social studies instruction? -What have I learned this quarter?</p> <p>(solo reflection, presentation, discussion, sharing in small group, small group inquiry & collaboration)</p> <ul style="list-style-type: none"> ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Begin to articulate and envision unit plans that meet CCSS and school district requirements in the field of social studies. ▪ Begin to articulate and envision the feasibility and implementation of instructional ideals embodied by the "Flipped" classroom model. ▪ Articulate self-growth and readiness as a prospective social studies teacher, including specifics necessary for refinement. 	<p>*Articles: 2 from Kizlik in Reading Folder</p> <ul style="list-style-type: none"> ○ <u>Presentations of Methods groups 5 & 6</u> ● <u>Paper: "What Considerations are Essential for the Effective Instruction of Social Studies?" (2)</u>

<p>WEEK10 6/05/13</p>	<p>-What are the essential considerations for social studies instruction? -How can the Paideia Seminar be used in social studies instruction? -What have I learned this quarter? -What appreciations and considerations can I offer for faculty?</p> <p>(lecture, Paideia seminar participation and workshop, solo reflection, cake walk?)</p> <ul style="list-style-type: none"> ▪ Analyze numerous instructional methods that engage students in critically considering the major themes of social studies. ▪ Begin to articulate and envision unit plans that meet CCSS and school district requirements in the field of social studies. ▪ Articulate self-growth and readiness as a prospective social studies teacher, including specifics necessary for refinement. 	<p>*Read the U.S. Declaration of Independence (bring copy) *Bring historical document TBD</p> <ul style="list-style-type: none"> ○ <u>In class participation in a complete, abridged Paideia Seminar Cycle; Construct your own seminar plan through workshop</u>
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Community, collaboration, and work completion expectations have been mapped out for our cohort in Fall Quarter and revisited in the Spring. Please see faculty immediately with any questions or concerns.

Late work policy:

Candidates will turn all work in on time. With faculty permission and valid reason beforehand, late work will only be accepted within **3** days of the due date. No exceptions. **Late work cannot be accepted after week 8.**

Presentations and random journal checks must be submitted on time/when called for. Please plan ahead. No exceptions.