

SOCIAL SCIENCE 3400

METHODS AND MATERIALS IN THE SOCIAL STUDIES IN THE SECONDARY SCHOOL

Eastern Illinois University
Fall Semester, 2012

Dr. Michael H. Shirley
2681 Coleman Hall
Office Hours: M-Th 10-12, M 1-3,
T-Th 1-2, and by arrangement

e-mail: mshirley@eiu.edu
Office Phone: 581-6361
fax: 581-7233
Website: <http://www.ux1.eiu.edu/~mshirley>

REQUIRED TEXTS

(From Textbook Rental)

- Roxanna Elden, *See Me After Class: Advice for Teachers by Teachers*. New York: Kaplan, 2009.
Randall S. Sprick, *Discipline in the Secondary Classroom: a Positive Approach to Behavior Management*, 2nd ed. (San Francisco: Jossey-Bass, 2006).
James W. Stockard, Jr. *Handbook for Teaching Secondary School Social Studies*. Long Grove, IL: Waveland Press, 2007.
J.M. Banner and H.C. Cannon, *The Elements of Teaching* (New Haven: Yale University Press, 1997).

AN INCOMPLETE LIST OF RESERVE READING AND HANDOUTS

- Charleston High School, "Acceptable Use Policy." (AUP)
C. Danks, "Using the literature of Elie Wiesel and selected poetry to teach the holocaust in the secondary school history classroom." *The Social Studies*, 87 (1996): 101-105.
Chester E. Finn, Jr. "What to Do About History Textbooks," *National Council for History Education Ideas and Notes* 16 (March 2004):
Nancy W. Fordham, Debra Wellman, and Alexa Sandmann. "Taming the Text: Engaging & Supporting Students in Social Studies Readings." *Social Studies*, July/August (2002): 149-158.
Michael F. Graves and Patricia G. Avery, "Scaffolding Students' Reading of History." *The Social Studies*. May/June (1997): 134-138
E.D. Hirsch, Jr., "'You Can Always Look it up' ...Or Can You?" *American Educator*, Spring (2000): 4-9.
Simon Hooper and Brad Hokanson, "The Changing Face of Knowledge." *Social Education* 64 (Jan/Feb 2000): 28-31.
Illinois State Board of Education. "Introduction." In *Illinois Learning Standards* (Springfield: State of Illinois, 1997).
National Council for the Social Studies "A vision of powerful social studies teaching and learning" *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington: NCSS, 1994).
National Council for the Social Studies, "Executive Summary"
National Council for the Social Studies, "Ten Thematic Strands."
Jay Mathews, "Assessing Ability Versus Memorization." *Washington Post*, July 3, 2001.
Jay Mathews, "Administrators are Missing Out on Good Teaching," *Washington Post*, November 5, 2002.
Jay Mathews, "Teaching to the SOL Test." *Washington Post*, August 28, 2001.
John Patrick, "Critical thinking in the social studies: What is it?" ERIC/ChESS, June, 1986.
Mary Anne Raywid, "Accountability: What's Worth Measuring?" *Phi Delta Kappan*, February 2002.
F. C. Risinger, "How to teach history effectively." *History Matters!* 7 (1995): 1, 5
F. C. Risinger, "Separating the wheat from chaff: Why dirty pictures are not the real dilemma in using the Internet," *Social Education*, 62 (1998): pp. 148-151.
F.C. Risinger, "Teaching social studies with the Internet," ERIC/ChESS, November 1999.
T.J. Scott, M. O'Sullivan, "The Internet and Information Literacy: Taking the First Step toward Technology Education in the Social Studies," *The Social Studies*, May/June (2000): 121-25.
Kelly Schrum, "Surfing for the Past: How to Sift the Good from the Bad." *AHA Perspectives*, May (2003): 27-29.
Tuscola School District, Acceptable Use Policy. (AUP)
Patrick Welsh, "Same Building, Different Planets," *Washington Post*, October 13, 2002.
William W. Wilen, "Encouraging Reticent Students' Participation in Classroom Discussions," *Social Education* Jan/Feb. (2004): 51-56.

- Daniel T. Willingham, "Critical Thinking: Why is it So Hard to Teach?" *American Educator*, Summer (2007): 8-18.
- Daniel T. Willingham, "Do Visual, Auditory, and Kinesthetic Learners Need Visual, Auditory, and Kinesthetic Instruction?" *American Educator*, Summer (2005): 31-35, 44.
- Daniel T. Willingham, "How Knowledge Helps." *American Educator*, Spring (2006).
- Daniel T. Willingham, "How Praise Can Motivate—Or Stifle." *American Educator*, Winter (2005/6): 23-27, 48.
- Daniel T. Willingham, "Knowledge in the Classroom." *American Educator*, Spring (2006).
- Daniel T. Willingham, "Students Remember...What They Think About." *American Educator*, Summer (2003): 37-41.
- Daniel T. Willingham, "The Privileged Status of Story." *American Educator*, Summer (2004): 43-45, 51-53.
- Daniel T. Willingham, "The Usefulness of *Brief* Instruction in reading Comprehension Strategies." *American Educator*, Winter (2006/7): 39-50.
- Wineburg, Sam, "What does NCATE have to say to future history teachers?" *Phi Delta Kappan*, (May 2005): 658-665.

I reserve the right to change assignments as necessary. Don't worry: you will be given sufficient notice of any changes.

OBJECTIVES

NCSS: By the end of the course you should be able to:

1. Select, integrate and translate the content and investigative methods of history and the social sciences and use these in social studies instruction
2. Use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and use them in diverse settings and with students with diverse backgrounds. (These objectives are an integral part of all class assignments and meetings).

ME: As a result of this class you should be:

1. Able to plan and prepare complete and usable social studies lesson and unit plans.
2. Able to analyze and critique professional articles concerning social studies teaching.
3. Knowledgeable of methods of social studies evaluation, including the use of portfolios.
4. Familiar with technological productivity tools that enhance social studies teaching.
5. Familiar with a range of teaching methods that are meaningful, integrative, value-based, challenging, and active.
6. Able to present effective social studies lessons to secondary students.
7. Familiar with the NCSS Standards and the Illinois Learning Standards for Social Studies.

COURSE REQUIREMENTS

Reading, Analysis and Writing: We will read and analyze a range of materials concerning social studies education, including chapters from the texts, articles and book chapters or chapter excerpts. You are responsible for every assignment.

Micro-teaching: Each student will micro-teach two formal social studies lessons during the semester, the first for fifteen minutes and the next for fifty minutes. The first micro-teaching presentation (fifteen minutes) must be from a field other than your area of concentration, while the second micro-teaching presentation (fifty minutes) must be in your area of concentration. Your micro-teaching may not be given over to a review session (in other words, no Jeopardy or other similar lessons). You are to submit a copy of the lesson plan for your micro-teaching lesson to me when the lesson is taught. Your micro-teaching grade will be based on (a) the effectiveness of your actual performance before the class (b) the overall quality of the lesson, including the lesson plan. Note: your second micro-teaching session may be videotaped.

Laboratory: The lab hour will occasionally be taught by guest speakers. As their schedules are volatile, the lab topics are necessarily subject to change.

Pre-Student Teaching Clinical Experiences: You are required to complete fifteen hours of on-site (off campus) pre-student teaching clinical experiences in social studies classrooms. These are to be recorded on the provided "Pre-Student Teaching Clinical Experiences Sheet." You will be spending this time in teams or individually (stay

tuned) at one site with teachers who have agreed to be part of the Professional Educators Network-Social Studies (PEN-SS), in what amounts to a mini-practicum experience. More information will follow.

You cannot receive credit for SOS 3400 without completing this requirement.

Lesson Plans: You are required to complete and turn in two lesson plans. For history with teacher certification majors, one lesson must cover some aspect of history, and one must cover some aspect of another social science of your choice. For social science majors, one lesson must cover some aspect of your field of concentration, and one must cover some aspect of history. In both cases, the lesson plan from your field of concentration must come from the unit plan you turn in (see below).

Unit Plan: You are required to turn in one unit plan, covering at least five lessons in your field of concentration (these must be real lessons; reviews and tests will not count toward the five). One of the lesson plans you turn in (see above) must be from this unit plan.

Curriculum Design Group Project: You will complete a curriculum design project as part of an assigned small group. The project is to design a year-long curriculum in U.S. History at the junior/senior level, and a one-semester social science elective (field to be assigned later) at the senior level. You will also submit an individual paper summarizing your group experience, and reflecting on what you learned.

Livertext Submission: All students in SOS 3400 must submit a lesson plan and a unit plan from this class into the CEPS Electronic Portfolio on Livertext, and arrange it so that I can evaluate it there. You cannot receive a grade better than “D” in SOS 3400 without completing this requirement. Please submit these as soon as possible after receiving a grade on your lesson and unit plans.

Grading

MT 1	10 %
MT 2	20 %
PEN-SS	20 %
Unit Plan	10 %
Lesson Plan One	10 %
Lesson Plan Two	10 %
Curriculum Design Group Project	10 %
Class participation	10 %

Grading Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

Attendance

You may have one unexcused absence without penalty; after that one absence, one percentage point will be deducted from your final accumulated total point average for each unexcused absence. If you are not present in class on the day you are scheduled to micro-teach, the grade on that micro-teaching presentation will be lowered by one letter grade. If you are not present for subsequent class meetings, your micro-teaching grade will again be lowered by one letter grade for each day absent until the grade of F is reached. There are no exceptions to this policy, save for an authenticated emergency.

Assignment Conventions

All written assignments in this class are to be word processed on 8½ X 11 inch paper. Paper grades will depend on the quality of writing as well as on content. Assignments turned in late without prior approval will be reduced one letter grade for each day late.

Departmental Approval Portfolio

While not a requirement for this class, the Departmental Approval Portfolio (DAP) is a requirement for being approved to student teach. It is due on Tuesday, October 2, to the History Department secretary, Ms. Donna Nichols.

The DAP, including forms, format, and instructions for completion, can be found on the teacher education page of my website: <http://www.ux1.eiu.edu/~mshirley/teachered.htm>.

DISABILITIES

If you have a documented disability of which I should be aware, please inform me during the first week of class. If you do have a documented disability, or think that you might, visit the Disability Services website at <http://www.eiu.edu/~disablt> for further information.

HOW TO REACH ME

E-mail is the best way to get in touch with me when I am not on campus. While I do have voicemail, I only check it when I am on campus.

MISCELLANY

If you have a question, ask it. Questions are “stupid” only if they remain unasked.

WEEKLY ASSIGNMENTS

If there is a reading assignment due on a given day, we will likely discuss it on that day. Be prepared.

Date	Topics	Due
Week One August 21	Introduction and discussion: What do you know about teaching? What are the social studies, and why should we care about teaching them?	
August 22 Lab	Lesson Plans Standards Common Core	
August 23	Is teaching an art or a craft?	Elden, 53-61 Banner and Cannon, 16-20, 30-34, 44-49, 61-65, 76-80, 89-94, 103-106, 115-119, 127-131
Week Two August 28	Importance of Methodology Unit Planning Unit Plan handout	Risinger (1995) NCSS “Vision etc.” 1994 Stockard, 58-61
August 29 Lab	The PEP Strategy	

August 30	Why Facts Matter Zevin's Three Perspectives	Willingham (2006) Please read both articles, one of which is a sidebar to the other Hirsch (2000)
Week Three September 4	Techniques for Facilitating Students' Reading of Social Studies literature, Part One: The Structured Overview and Herringbone Activity Methods	*Turn in Lesson Plan 1* Fordham, Wellman, & Sandmann Willingham (2006/7)
September 5 Lab	Literature in the Social Science Classroom. The importance of Story and the Use of Poetry	Danks (1996) Willingham (2003) Willingham (2004)
September 6	Teaching with Political Cartoons	
Week Four September 11	Group Learning	Stockard, 70-75 AFT, "Working With Cooperative Small Groups"
September 12 Lab	Original Sources and the Internet Inspiration Software	Stockard, 50-52, 75-77
September 13	Micro-Teaching Round 1	*Turn in Unit Plan*
Week Five September 18	Micro-Teaching Round 1	*Turn in Lesson Plan 2*
September 19 Lab	Should Learning Styles Affect Your Teaching Style?	Willingham (2005) Elden, 113-132
September 20	Micro-Teaching Round 1	
Week Six September 25	Micro-Teaching Round 1	

September 26 Lab	Techniques for Facilitating Students' Reading of Social Studies Literature, Part Two: the Scaffolded Reading Experience	Graves and Avery (1997)
September 27	Micro-Teaching Round 1	
Week Seven October 2	Classroom Management	*DAP Due to History Department Office* Sprick, Chapter 1 Elden, 63-87
October 3 Lab	Micro-Teaching thus far: Best Practices	
October 4	Micro-Teaching Round 2	
Week Eight October 9	Micro-Teaching Round 2	
October 10 Lab	Techniques for Facilitating Students' Reading of Social Studies Literature, Part Three: Reading for a Purpose	
October 11	Micro-Teaching Round 2	
Week Nine October 16	Micro-Teaching Round 2	
October 17 Lab	Classroom Management	Sprick, Chapter 2 Elden, 191-203
October 18	The Deliberative Cycle	
Week Ten October 23	Micro-Teaching Round 2	

October 24 Lab	Appropriate Uses of Technology in the Social Studies Classroom: Ethical and Legal Concerns. The Illinois Technology Standards for Teachers: an Introduction	AUP-Charleston H.S. Scott and O'Sullivan (2000) Raywid (2002)
October 25	Micro-Teaching Round 2	
Week Eleven October 30	Micro-Teaching Round 2	
October 31 Lab	Classroom Management	Sprick, Chapters 4-5
November 1	Micro-Teaching Round 2	
Week Twelve November 6	Micro-Teaching, Round 2	
November 7 Lab	Curriculum Design Project: Introduction	
November 8	Micro-Teaching Round 2	
Week Thirteen November 13	Micro-Teaching Round 2	
November 14 Lab	Classroom Management	Sprick, Chapter 6
November 15	Micro-Teaching Round 2	
Week Fourteen November 20	THANKSGIVING HOLIDAY	
November 21 Lab	THANKSGIVING HOLIDAY	

November 22	THANKSGIVING HOLIDAY	
Week Fifteen November 27	Assessing the Validity of Internet Sites: a Practical Guide	Risinger (1998) Scott and O'Sullivan (2000) Schrum (2004)
November 28 Lab	Using Virtual Field Trips	
November 29	Curriculum Design Project: Work in Class	
Week Sixteen December 4	Critical Thinking	Handouts Patrick (1986) Willingham (2007)
December 5 Lab	Classroom Management	Sprick, Chapter 3 Elden, 15-32, 41-52
December 6	What do we know about teaching?	*Turn in Curriculum Design Project*

NCSS PEDAGOGICAL STANDARDS

The pedagogical standards itemized below focus on teacher knowledge, competence, and dispositions beyond the subject matter that is the focus of the Subject Matter Standards above. They are intended to assure that social studies teachers possess the general pedagogical knowledge, capabilities, and dispositions needed to create the kinds of learning experiences and classroom and school environments that are envisioned by recent reform movements and validated by research. As such, these standards favor learner-centered, meaningful, integrative, value-based, challenging, and active instruction. They see teachers as instructional decision-makers, members of school-based learning communities, and members of the larger community of stakeholders who can help support the learning of students. They are intended to parallel Principles 2 through 10 developed by INTASC. (Each of these standards is described in greater detail in the document, *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, published by the Interstate New Teacher Assessment and Support Consortium (INTASC) [Washington, D.C.]

1. LEARNING AND DEVELOPMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.

2. DIFFERENCES IN LEARNING STYLES

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.

3. CRITICAL THINKING, PROBLEM SOLVING, AND PERFORMANCE SKILLS

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

4. ACTIVE LEARNING AND MOTIVATION

Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.

5. INQUIRY, COLLABORATION, AND SUPPORTIVE CLASSROOM INTERACTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.

6. PLANNING INSTRUCTION

Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.

7. ASSESSMENT

Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.

8. REFLECTION AND PROFESSIONAL GROWTH

Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.

9. PROFESSIONAL LEADERSHIP

Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.