

ESOC 3420
Teaching Social Studies in the Elementary School
Block 2
Spring, 2006

Instructor: Linda Hekimoglu
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Office Hours: By appointment

Class Meetings: M/W 1:25-3:20 Room 412 Aderhold

Field Dates: MYTD: 1/24; Fridays: 1/27, 2/3, 2/10; and 2/13-3/10 (full-time).

Course Description: This course provides an introduction to social studies instruction for elementary children within a framework of critical inquiry. Topics include: content selection, lesson planning, and development of teaching objectives related to instructional and philosophical goals for student learning. ESOC 3420 includes both classroom and field experiences.

College of Education

Framework: The college of education aspires to prepare exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.

Course Standards: Course content based on curriculum standards of the National Council for the Social Studies (NCSS) (www.ncss.org) and Georgia Professional Standards (www.georgiastandards.org).

Course Goals:

To facilitate a learning environment where pre-service teacher may develop a rationale for teaching that answers the question “Why teach social studies?”

- To provide pre-service teachers with a foundation upon which a pedagogical stance of critical inquiry may be built.
- To assist pre-service teachers in planning meaningful lessons which reconcile their personal teaching rationales with Georgia Performance Standards.

Required Texts:

Hoge, J. (2005). *Effective Elementary Social Studies*. Digitaltextbooks.biz.

**This text is in disc format and may be ordered online at www.digitaltextbooks.biz.

Rockwood, J. (1976). *To Spoil the Sun*. University of Georgia Press.

Sebestyen, O. (1979). *Words by Heart*. New York: Bantam.

Taylor, M. (1976). *Roll of Thunder, Hear My Cry*. Penguin: New York.

Recommended Texts:

Loewen, J. (1995). *Lies My Teacher Told Me*. New York: Simon & Schuster.

***We will be reading selected chapters in the Loewen Text, and I will provide access (CMC or Webct posting) of the chapters we'll be reading.

Classroom Climate: My philosophy of learning is based upon **social constructionist** principles. That is, I believe learning occurs through social interaction. This interaction builds upon our existing knowledge base and also helps us to shift and expand our beliefs by accommodating new information. Secondly, I believe meaningful knowledge is **NOT** effectively constructed in a transmissionist way (by you listening and me talking). Rather, I believe we are all learners and it is my job to provide materials for you to read, consider, and critique, and a place for such dialogue to take place. Therefore, class discussions, literature circles, and journal entries will be of vital importance in exploring the aspects of elementary social studies education in America and how you plan to include this curriculum in your own classroom. You will be expected to read each week's assigned readings prior to coming to class. The input you provide to the class is important and valued. Because of the high premium I place on participation, much of your course grade (participation and journals) will be based upon your active participation (talking and listening) during class. Newspaper reading, passing notes, or any other off task behavior will not be tolerated and will be reflected in your final grade. In order to create a community of learners, we must be respectful of one another. I do not expect everyone to agree with my views; nor do I expect you to necessarily agree with your peers' views. I do, however, expect that our discussions will be honest and respectful. Social studies, more than any other curricular area, has the power to impact children's lives in ways that benefit all of society; I hope this class provides a foundation from which you may build a rationale for teaching that espouses ideals of social justice and equity for the children in your classroom.

Course Requirements:

Regular attendance. If you will be absent or late, it is your responsibility to call or email. For each absence beyond two, 20 points will be taken from your participation grade. Students are excused for religious holidays. However, it is required that you notify me in advance of this absence.

Participation in all class activities (this includes literature circles, class and small group discussion, and journals).

On-time completion of readings and written assignments.

Grading will be as follows:

*webct discussion posting (minimum of one)	25 points
*Class Project	75 points
*Journal	100 points
Participation	100 points
Quizzes	100 points
*Field Experience Work	<u>75 points</u>
Total possible:	475 points

90-100=A; 80-89=B; 70-79=C; Below 79=F.

**Criteria for specific assignments will be discussed in class.

All academic work must meet the standards contained in “A Culture of Honesty”. Students are responsible for informing themselves about the standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Schedule of Readings

Date	Topic	Readings
1/9/06 Monday	Introduction—Why teach social studies?	
1/11/06 Wednesday	Why teach social studies? (Continued) The Nature and Mission of Social Studies	“Creating Classrooms for Equity and Social Justice” “What Constrains Meaningful Social Studies?”
1/16/06 Monday	MLK, Jr. Holiday—no class	
1/18/06 Wednesday	Social Studies Curriculum—Past and	Ch. 1&2 Hoge Journal 1 entry due

	Present	www.georgiastandards.org
1/23/06 Monday	A look at social studies lesson planning with GPS (see samples on webct)	Quiz (over Ch. 1) Hoge text due Ch. 4 Hoge
1/25/06 Wednesday	Transmission versus Transformation	Introduction to Loewen Contrarians Chapter One (webct) Journal 2 due
1/30/06 Monday	Literature Circles	<i>Roll of Thunder, Hear My Cry</i> Quiz over Hoge Ch. 4 due.
2/1/06 Wednesday	Dr. Hoge— <i>We The People</i> Workshop Civic Ideals and Practices	Hoge Ch. 9
2/6/06 Monday	Time, Continuity, and Change Field Assignment Guidelines	Hoge Ch. 6 Loewen Ch. 1 Quiz over Hoge Ch. 9 due
2/8/06 Wednesday	Field Preparation/lesson planning/Project overview	Journal 3 due
2/12-3/10	Field Experience	
3/13-3/17	Spring Break	
3/20/06 Monday	Debrief field experience	**Field Assignments Due
3/22/06 Wednesday	Anthropology: Exploring our Physical and Cultural Roots	Hoge Ch. 12 Loewen Ch. 2 Journal 4 due
3/27/06 Monday	Literature Circles	<i>To Spoil the Sun</i> Quiz over Hoge Ch. 12 due
3/29/06 Wednesday	Geography: Making sense of the environment	Ch. 7 Hoge Journal 5 due
4/3/06 Monday	Production, Distribution, and Consumption	Ch. 8 Hoge Quiz Ch. 7 Hoge due
4/5/06 Wednesday	Individual Development and Identity	Hoge Ch. 10 “White Privilege: Unpacking the Invisible Knapsack” Journal 6 due
4/10/06 Monday	Science, Technology, and Society	Hoge Ch. 16 Quiz Ch. 10 Hoge due
4/12/06 Wednesday	What does multiculturalism look like?	Hoge Ch.15 “Affirmation, Solidarity, and Critique: Moving Beyond Tolerance in Multicultural Education” Journal 7 due

4/17/06 Monday	Population Connection Workshop	Populationconnection.org World Population Overview Sheet Quiz Ch. 15 Hoge due
4/19/06 Wednesday	Literature Circles	<i>Words by Heart</i> Journal 8 due
4/24/06 Monday	Inquiry Learning	Hoge Ch. 5 Hoge Ch. 14
4/26/06 Wednesday	Project Presentations	TBA Quiz Ch. 5 Hoge due Journal 9 due
5/1/06 Monday	What's Next for Social Studies?? Literature Circles	Loewen Ch. 3 & 4 Journal 10 due Picture Books Final Projects Due
FINAL	TBA	