

ESOC 4/6360- Methods of Teaching Social Studies in Secondary Schools

Mondays 5- 7:45pm ✨ Aderhold Hall, Room 627 ✨ Fall 2009

Instructor:

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Course Overview:

ESOC 4/6360 is designed to provide pre-service teachers with an introduction to the process of pedagogical decision-making in the social studies. This includes (but is not limited to) teaching methods (pedagogies) for specific social studies courses, assessments, and purposeful social studies teaching. Together with ESOC 4/6350 and 4/6450L this course will examine rationale-based social studies teaching and learning that is designed to promote active student engagement in worthwhile learning.

The course objectives and essential questions will frame and guide this class. Each student will have the opportunity to uncover, examine and revise his/her rationale for teaching social studies while reading and discussing various perspectives on the nature of social studies and its value.

Course Objectives (Derived from Social Studies Education Preservice Framework for Accomplished Teaching):

This course will require each student to...

- **Content and Curriculum:**
 - demonstrate understanding of foundations, aims, and practices of social studies education and their relationship to democracy
 - help students make interdisciplinary connections
- **Knowledge of Students and their Learning:**
 - design instruction that adapts to students' development, learning styles, and areas of exceptionality
- **Learning Environments:**
 - use knowledge of social, linguistic, and cultural diversity to create an equitable and culturally responsive classroom
 - create democratic learning communities characterized by collaboration, mutual support, and shared decision-making
 - organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning
 - manage classrooms effectively to promote student learning and safety
- **Planning and Instruction:**
 - articulate clear and defensible rationales for curricular and instructional decision-making
 - vary their instructional roles (e.g., instructor, facilitator, audience), instructional strategies and materials to support active student engagement in worthwhile learning for all students
 - adjust instruction appropriately according to student response
- **Professionalism:**
 - systematically reflect on their own practice to improve teaching and learning

-engage in collaborative inquiry

Essential Questions:

- What are the debates, challenges, and dilemmas that an individual faces as he/she transitions into the role of social studies teacher?
- What do I value about social studies?
- What are the relationships between the actions of the teacher and the shifts in understandings by the students- and how can a teacher develop the needed instructional, managerial, and evaluation strategies?
- How can social studies content be simultaneously relevant and rigorous even as we account for differences in student backgrounds, needs and interests?

Course Materials:

The following resources are required for this course:

- Loewen, J. (1995 or more recent editions). *Lies My Teacher Told Me*. New York: Simon & Schuster.
- Other course readings will be posted on eLearning Commons (eLC) or distributed in class. If you need assistance using eLC, please see www.elc.uga.edu

Course Requirements:

The elements that go into determining your grade are:

Participation.....	25%
Weekly assignments	20%
Film review	10%
Two-day lesson plan.....	15%
Two-week unit plan.....	30%

Course Expectations:

It is imperative for each person to be intellectually engaged and actively involved in our class sessions; being reserved will interfere with your learning potential as well as compromising the experiences for everyone else. You must be prepared for class and ready to participate. Grades at the end of the course will be calculated as follows:

A= 93-100%	B+= 87-89%	C+= 77=79%	D= 65-69%
A-=90-92%	B =83-86%	C =73-76%	
	B- =80-82%	C- =70-72%	

Any grade below a B- should be addressed with the instructor immediately.

If you have any concerns about your progress in this course, difficulty with the course work, or any other questions, please do not hesitate to contact me and schedule a meeting. I am encouraging all students to communicate with me as much as possible.

Course Attendance:

Students are expected to attend all classes. Attending class and being on time are critical to success in this course. Missing class and/or repeated tardiness to class will place you in danger of failing the course. In the unfortunate event that you are unable to attend part or all of a particular class, you are **REQUIRED** to email and/or call me immediately. You are also responsible to follow-up after your absence by scheduling an appointment with me for a make-up session.

Electronic Devices:

Please turn off all cell phones and all other communication devices prior to the start of class, except in the case of emergency. In such cases, please inform me prior to the beginning of class.

Academic Honesty:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.

All students are responsibly for maintaining the highest standards of honesty and integrity in every phase of their academic careers. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Please visit the website of the Office of the President for instruction and familiarize yourself with these policies.

http://www.uga.edu/ovpi/academic_honesty/academic/honesty.htm

Equity and Accessibility:

Please let me know if you have any special circumstances that you believe may affect your performance in class, so that we might develop appropriate accommodations. I will try to maintain complete confidentiality of any information that you choose to share with me.

Course Calendar:

NOTE: The course syllabus is a general plan for the course; deviations may be necessary and will be announced in class.

Date:	Topics/Essential Questions:	Due:
8/17	Introductions...to each other and to lesson planning <ul style="list-style-type: none"> • What resources do I bring to the teaching profession and how might those prove useful to me as I make the transition into the role of teacher? • What is social studies? • How do I begin to design powerful classroom lessons? 	<i>Readings:</i> IN CLASS <ul style="list-style-type: none"> • NCSS, Curriculum Standards for Social Studies http://www.socialstudies.org/standards/curriculum • Georgia State Standards www.georgiastandards.org <i>Assignments:</i> <ul style="list-style-type: none"> • None
8/24	Lesson Design/Direct Instruction <ul style="list-style-type: none"> • What is backwards design? • How might direct instruction be effective/ineffective in my classroom? 	<i>Readings:</i> <ul style="list-style-type: none"> • Wiggins, G. & McTighe, J. (2005) <i>Understanding By Design</i>, Chapter 1 • Hunter, R. (2004) <i>Mastery Teaching</i>, Chapter 1 <i>Assignments:</i> <ul style="list-style-type: none"> • Bring in a lesson plan template you might use during student teaching.
8/31	Lesson Design/Concept Attainment <ul style="list-style-type: none"> • What is the value of reflective practice? • How might concept attainment be effective/ineffective in my classroom? 	<i>Readings:</i> <ul style="list-style-type: none"> • Reagan, T., Case, C., & Brunbacher, J. (2000). <i>Becoming a Reflective Educator</i>, Chapter 1 <i>Assignments:</i> <ul style="list-style-type: none"> • Direct Instruction lesson plan- to be presented in class.
9/7	NO CLASS: Labor Day	

9/14	<p>“Teacher-centered” versus “student-centered” classrooms</p> <ul style="list-style-type: none"> • Textbooks: Lesson resources or misrepresentation of the past? • What are the benefits/challenges to relinquishing center stage? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Loewen, <i>Lies My Teacher Told Me</i> <p>Jigsaw: Introduction- All; Groups read either 1-4, 5-8, or 9-12</p> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Be prepared to select unit plan topic.
9/21	<p>Teaching with Primary Sources</p> <ul style="list-style-type: none"> • Why use primary sources in class? • How can primary sources be used effectively in social studies classes? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Davidson, <i>After the Fact</i> • History Matters website: http://historymatters.gmu.edu/browse/makesense/ <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Bring a primary source related to your two-week unit. • Bring in 5-7 personal artifacts (photos, mementos, letters- must include at least 4 photos)
9/28	<p>Historical Inquiry</p> <ul style="list-style-type: none"> • How do we develop historical understanding in students? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • TBD
10/5	<p>Historical Inquiry</p> <ul style="list-style-type: none"> • What is the value in “Doing History”? • How might we encourage students to think like historians? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • TBD <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Two-day lesson plan due
10/12	<p>Monuments, Memorials, Museums</p> <ul style="list-style-type: none"> • How do historic sites preserve, interpret, and memorialize the past? • What pedagogical strategies for visits to historical sites support student learning? 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> • Marcus, <i>Representing the Past, Reflecting the Present</i> <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • TBD

10/19	Incorporating Feature Film/Pop Culture <ul style="list-style-type: none"> • What pedagogical strategies can be used to develop students' critical film literacy? • How can popular culture be used as a teaching tool? 	<i>Watch for class:</i> <ul style="list-style-type: none"> • <i>Best Years of Our Lives</i> (1946) Class viewing TBD <i>Assignments:</i> <ul style="list-style-type: none"> • Film review due
10/26	Incorporating Documentary Film and Art <ul style="list-style-type: none"> • How can documentary film be incorporated effectively into classroom lessons? • How can we use art as a teaching tool? Is art an accurate representation of the past? 	<i>Readings:</i> <ul style="list-style-type: none"> • Eisner, <i>Ten Lessons the Arts Teach</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Unit plan- Essential questions and objectives
11/2	Using Simulations/Case Studies <ul style="list-style-type: none"> • How might simulations and case studies be used to enhance social studies instruction? • What types of scaffolding is needed to successfully incorporate these activities into the classroom? 	<i>Readings:</i> <ul style="list-style-type: none"> • TBD <i>Assignments:</i> <ul style="list-style-type: none"> • None (Work on unit plan)
11/9	Incorporating Geography <ul style="list-style-type: none"> • How might geography be infused across disciplines? NCSS THIS WEEK!!	<i>Readings:</i> <ul style="list-style-type: none"> • Segall, A. (2003), <i>Maps as Stories</i> <i>Assignments:</i> <ul style="list-style-type: none"> • Unit plan- Resource list, draft assessment
11/16	Technology and the Social Studies <ul style="list-style-type: none"> • What kinds of technologies enhance social studies instruction? 	<i>Readings:</i> <ul style="list-style-type: none"> • Lee (2002), <i>Teaching with Technology</i> • TBD <i>Assignments:</i> <ul style="list-style-type: none"> • None (Work on unit plan)
11/23	NO CLASS: Thanksgiving Break	
11/30	Catch-Up and Catch-All!	<i>Readings:</i> <ul style="list-style-type: none"> • TBD

		<i>Assignments:</i> <ul style="list-style-type: none"> • TBD
12/7	Course wrap-up: <ul style="list-style-type: none"> • How has my identity as a social studies teacher developed this semester? 	<i>Readings:</i> <ul style="list-style-type: none"> • None <i>Assignments:</i> <ul style="list-style-type: none"> • Two-Week Unit due

**Note: I will provide you with a complete bibliography for the course at the conclusion of the semester. This will account for readings that are TBD.

Projects/Assignments:

Two-Day History/Social Studies Lesson, Due: 10/5

My hope is that you will use this assignment to practice lesson design under some of the conditions you will face in your teaching life. These include finding resources, learning new content and distilling what, how, and why you might teach this topic to a particular group of students. Because context is so important (district, school, students, etc.) you should create a lesson for a specific classroom, in this case your student-teaching placement. Use this opportunity to plan for something you might have an opportunity to teach.

This assignment is to be completed in groups of two. Partners will be determined in class. Designing successful lessons is difficult. You and your partner can rely on each other for ideas, support, and to work through dilemmas and challenges.

What to include:

- Unit/lesson questions and objectives.
- Link to state standards.
- Rationale for content and activities.
- Description of your context – school and students.
- Reference list.
- Assessment plan.
- Ongoing considerations/ possible accommodations.
- Two-day schedule with activities and topics with approximate times.
- Mandatory lesson components include at minimum:
 1. one grabber or hook
 2. one unit question
 3. three objectives
 4. two methods of assessment/checking for understanding including formal and informal assessment. Be very specific and include rubrics when appropriate.
 5. At least one of the following: primary sources, group work, simulation/role play.

Film Resources and Review, Due: 10/19

As social studies teachers you will face the challenge of when and how to incorporate popular culture, particularly film, into your lessons. For this assignment each student will choose either a feature (Hollywood) film or a documentary film (films to be approved by instructor), conduct research on the film, and write a review of the film based on the research. Resources for your

research will include books, journal articles, newspaper reviews, web pages, lesson plans, etc. The final product is a 4-6 page formal paper.

Your responsibilities include:

- Choose a feature film or documentary film to research.
- Conduct research and write a review of the film incorporating your research. Be sure to include the following:
 - A description of the film and explanation of why you choose the film.
 - Background on the film's director/actors/creation and if available, reception.
 - Discussion of the history in the film including accuracy, perspectives included and left out, how the film might function as a primary and/or secondary source, etc.
 - Recommendations for use of the film in secondary history classrooms – when and how to use and a list of resources that might accompany the film. Be sure to include primary and secondary sources.
 - A full bibliography.
 - An appendix with copies of resources when appropriate.

This assignment is graded pass/fail.

Two-Week History/Social Studies Unit, Due: 12/7

Similar to the two-day lesson, please use this assignment to practice lesson design under some of the conditions you will face in your teaching life (finding resources, learning new content and distilling what, how, and why you might teach this topic to a particular group of students).

Unlike the two-day lesson, the two-week unit will be completed individually.

What to include:

- Cover page.
- A one-page overview calendar of the unit that shows the two-week schedule with major topics, objectives and activities.
- Unit questions and objectives.
- Rationale for content and activities.
- Description of your context – school and students.
- Reference list.
- A chart that shows the correlations between unit objectives, assessments, daily lessons, and the Georgia State social studies/history standard being met (content and skills).
- Assessment plan.
- Ongoing considerations/ possible accommodations.
- Mandatory lesson components include at minimum:
 1. two grabbers or hooks
 2. one unit question
 3. three objectives
 4. six methods of assessment/checking for understanding including formal and informal assessment. Be very specific and include rubrics when appropriate.
 5. At least three of the following: primary sources, film, technology, simulation/role play, group work.

This assignment receives a letter grade.

Tentative topic, due: 9/14

Possible essential question and objectives, due: 10/26

Resources list and draft assessments, due: 11/9

UNDIVIDED ATTENTION

by Taylor Mali

www.taylormali.com

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A grand piano wrapped in quilted pads by movers,
 tied up with canvas straps — like classical music's
 birthday gift to the insane —
 is gently nudged without its legs
 out an eighth-floor window on 62nd street.

It dangles in April air from the neck of the movers' crane,
 Chopin-shiny black lacquer squares
 and dirty white crisscross patterns hanging like the second-to-last
 note of a concerto played on the edge of the seat,
 the edge of tears, the edge of eight stories up going over, and
 I'm trying to teach math in the building across the street.

Who can teach when there are such lessons to be learned?
 All the greatest common factors are delivered by
 long-necked cranes and flatbed trucks
 or come through everything, even air.

Like snow.

See, snow falls for the first time every year, and every year
 my students rush to the window
 as if snow were more interesting than math,
 which, of course, it is.

So please.

Let me teach like a Steinway,
 spinning slowly in April air,
 so almost-falling, so hinderingly
 dangling from the neck of the movers' crane.
 So on the edge of losing everything.

Let me teach like the first snow, falling.