

ESOC 4360
 Methods of Teaching Social Science in Secondary Schools
 Fall 2008
 Mondays, 1-3:45pm
 Room 626 Aderhold

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Course Description

ESOC 4360 is designed to provide pre-service teachers with an introduction to the process of pedagogical decision-making in social studies. This includes (but is not limited to) teaching methods (pedagogies) for specific social studies courses, assessment, and purposeful social studies teaching. Together with ESOC 4350 and 4450L this course will examine rationale-based social studies teaching and learning that is designed to promote active student engagement in worthwhile learning. In this course we will also examine how to best utilize teaching methods that are reflected in a democratic and culturally responsive classroom.

This course will have a basis in the experiential learning of methods for teaching social studies. However, the goal of the course is not to simply fill a “bag of tricks” for teaching social studies, but to question the usefulness of such methods and how the use of these methods are influenced by your rationale for teaching.

As a *seminar*, this class is largely a discussion-based class. Although the instructor will set the agenda for most class meetings, your school experiences, your interpretations of what is happening in the schools and in the readings and your questions will provide much of the substance of the course. For this reason, you share the responsibility with others in this class to make our time together educative. Accordingly, every class member is expected to contribute to the conversation we will continue throughout the semester. Your participation in this course should reflect the same professional manner you should exhibit in the schools. That is, your manner should be responsible, open-minded, thoughtful, and earnest. These dispositions suggest far more than “just talking” in class, but speak instead to a type of engagement that includes speaking, listening, critiquing and demonstrating concern for the learning of others in the class. Thus your responsibilities as a member of this class extend to more than simply making sure you meet the individual course requirements. You also have responsibilities to your colleagues in this class, so that we might come together as a community of educators working to better understand teaching and learning in social studies through mutual, supportive, and critical inquiry.

Course Themes

The theme of social justice will be present throughout the course which will be understood through the following issues; experience and imagination in education, inquiry-based practice, reframing the "commonsense" approaches to education, and the importance of a multicultural education. Dewey (1938) and Egan (1992) will provide background as to the importance of developing students' experiences and their imagination as a route to generating social justice in the classroom. Selwyn and Maher (2003) provide a practical approach to bridging issues of social justice through an inquiry-based, student-focused curriculum. The final text, Kumashiro (2008), addresses the "commonsense" arguments and frames that have taken over public education and suggests new frames that can lead to a greater focus upon social justice. Throughout the semester there will be other readings and discussions that will focus upon various aspects of multicultural education and the impact upon students.

Course Goals

Through this course, by the time you enter the classroom you will be able to...

Identify a variety of curriculum materials and resources that will assist you in teaching social studies.

Use a variety of instructional procedures and activities to achieve worthwhile learning in your classroom.

Effectively collaborate with other teachers in planning for instruction.

Understand what it means to be a social studies teacher in today's political climate.

Reflect upon your practice as a teacher.

Recognize the value in continuing your education as a professional.

Required Readings

You will need to purchase the following book:

Dewey, J. (1938). *Experience and education*. New York: Touchstone.

Egan, K. (1992). *Imagination in teaching and learning: The middle school years*. Chicago: The University of Chicago Press.

Kumashiro, K.K. (2008) *The seduction of commonsense: How the right has framed the debate on America's schools*. New York: Teacher's College Press.

Selwyn, D., & Maher, J. (2003). *History in the present tense: Engaging students through inquiry and action*. New York: Heinemann.

The remaining course readings can be downloaded from our course WebCT (<https://webct.uga.edu>) or the NCSS website (<http://www.ncss.org>).

Core Program Themes

In the secondary social studies education program, the exploration of teaching and learning in social studies draws heavily on your experiences in secondary classroom field experiences and the process of learning to teach. We also draw upon several core themes, to provide common references that inform our reflection and collaborative discussions. These themes will be referenced in assignments and discussion, so you are encouraged to develop a working familiarity with them early in the semester.

Accomplished pre-service social studies teachers will be able to...

Create an equitable and culturally responsive classroom

Organize classroom experiences to promote active student engagement in the pursuit of worthwhile learning

Articulate clear and defensible rationales for curricular and instructional decision-making

Systematically reflect on their own practice to improve teaching and learning

Engage in collaborative inquiry

This course will also focus on the following standards and attributes, based on the GSTEP (Georgia Systemic Teacher Education Program) Framework for Accomplished Teaching:

Accomplished pre-service social studies teachers will be able to...

1a) Demonstrate understanding of foundations, aims, and practices of social studies education and their relationship to democracy

1c) Use subject-specific forms of pedagogy that make content accessible to students

- 2e) Design instruction that adapts to students' development, learning styles, and areas of exceptionality
- 3e) Motivate students by providing engaging learning experiences
- 5d) Adjust instruction appropriately according to student response
- 5e) Vary their instructional roles (e.g., instructor, facilitator, audience)
- 5f) Value and engage in collaborative planning and instruction
- 6h) Learn from and contribute to professional organizations

Course Requirements

1) Attendance and Participation - 10%

Because this course only meets once per week, attendance is required at all class meetings. In order to make this course rich and meaningful, each participant is required to be actively involved in all forms of class activities.

If, for a serious reason, you cannot attend a class session, notify me prior to the meeting by phone or e-mail. It is YOUR responsibility to turn in any assignments that are due on the day of your absence and to find out what you missed during class.

As this class is highly experiential, if you miss more than one session, your absences will lower your attendance grade. A lack of appropriate participation, both in class and on WebCT, will be taken into account when determining your participation grade. A description of what constitutes exemplary preparation for and participation in class will be informed by a class discussion on this topic the first week of class.

2) Professionalism - 10%

Being a professional is a large part of being a teacher, whether it is appropriate dress to work, treating students, parents and other teachers in a respectful manner, or attending required meetings. Another aspect of professionalism that is often forgotten is joining and participating in professional organizations. Therefore, this semester you are required to accomplish the following:

a) *Join the National Council for the Social Studies* - 5%

The NCSS (www.ncss.org) is the national organization for social studies teachers. By joining the organization you receive access to teaching resources as well as a subscription to the journal *Social Education*, which will be used as a text in this class. Proof of membership in this organization is required by September 15th.

b) *Volunteer for the GCSS Conference (October 22-24)* - 5%

The GCSS (www.gcss.net) holds its annual conference each year in Athens, GA at the Classic Center. At this conference you will have the opportunity to attend sessions that will assist you in teaching any of the social studies disciplines. By volunteering to work a two hour shift at the conference you will also receive free GCSS membership for one year as well as free registration to attend the conference. If you are unable to attend the conference due to emergency or personal conflict, you will be required to complete an alternate assignment to replace this requirement.

3) Lesson Plans - 25%a) *Method Lesson Plans* (6 Weeks X 3% each per week = 18%)

During six predetermined weeks you will, in groups, create lessons utilizing an instructional method learned that week. You will be randomly assigned a different discipline and topic for each week and will be required to post this lesson on WebCT. Class time will be given to work on the each lesson/activity.

b) *Final Method Lesson Plan and Presentation* (7%)

For the final lesson plan you may pick the discipline and topic that you want to work with. You are to individually create a lesson utilizing an instructional method learned during the assigned class session. You will also be required to choose a previous instructional method that you learned so that you can create a differing approach to the topic you chose. Lessons will be posted on WebCT and informally presented in class.

4) Collaborative Unit Plan - 20%

A difficult part of teaching is developing a cohesive plan for teaching an overall unit of material that matches your rationale for teaching, that is adaptive to students' varying learning styles and developmental stages, actively engages students in worthwhile learning, and does all of these utilizing a variety of teaching methods. To this end, the culminating project for this class and ESOC 4350 is a comprehensive unit plan. To determine the grade for this class, I will be looking at your use of the teaching methods that you chose to utilize in your lessons and the lessons' reinforcements, as well as their appropriateness in achieving the overall goals of the unit.

5) Method Directions & Critiques - 5%

During the semester you will be asked to serve as an "outside" observer for one of eight method presentations. Methods that require this "outsider" status are marked with an asterisk (*) on the calendar. You will take on one of two roles during the method presentation:

a) *Note-taker*: It is the responsibility of the note-taker(s) to create a hardcopy of directions for the particular method learned in class. Be sure that you are concise in your directions so that anyone that was not present in class would be able to use the method in their own classroom. Directions are to be posted on WebCT before the next class meeting.

b) *Discussion Leader*: It is the responsibility of the discussion leader(s) to find both positives and negatives of the teaching method presented, and it's applicability in the classroom. A class discussion will follow each method so that the use/relevance of the particular method can be dissected. Discussion leaders are expected to guide these discussions so that a meaningful and respectful conversation occurs.

6) Reading Reflections - 20%

Each week you will be expected to complete the required readings for the course. You are to write a one-page (single-spaced) reflection over the readings and must turn in a minimum of ten reflections during the semester for an opportunity for full credit.

Reflections are due at the beginning of class, will be graded, and if unsatisfactory can be rewritten and resubmitted. You are allowed to discuss anything that arises as a result of the readings (i.e. the applicability of particular methods or theories, connections between the readings and your own thoughts on teaching, etc.). Also, include at least two burning questions that might assist in our class discussions.

7) Mini-Portfolio - 10%

A major component of the student teaching semester is the completion of the e-Portfolio assignment. During this semester each class will address aspects of the portfolio, and you will be asked to complete a mini-portfolio that will be due toward the end of the semester.

Evaluation & Grading

Letter grades are determined according to the following grading scale (in percentage terms):

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

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

Communication

Please be assured that I want you to learn in this course, produce high quality work, and earn the grades that correspond with such high quality work. If you have any concerns about your progress in the course, difficulty with the course work, or any other questions, PLEASE make an appointment with me. It is your responsibility to communicate with me so that I can be as helpful as possible.

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. Laptop computers may only be used in class after the break. As the first half of each class session focuses heavily upon experiential learning and discussion of methods, it is inappropriate to use laptops during this time. Laptops may be used during the second half of class where WebCT, the Internet, or Word documents are needed.

Notification of Teacher Research

As a teacher researcher, the instructor routinely collects, analyzes, interprets and reports on data as it concerns his courses. This allows him to improve the way he teaches as well as to add to the larger body of knowledge about teacher education pedagogy. Data collection methods such as observation, recording of class member exchanges, teacher-initiated journals and field notes, sample of student work are all within the realm of access by the teacher for research purposes, since they constitute accepted practice for understanding about teaching. Any student who prefers that their work in this class not be considered for purposes of research should indicate so in writing to the instructor, who is available and willing to answer all questions about the research.

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 responsible 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

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

Course Schedule

Week	Date	Methods/Assignments	Readings
1	Aug. 18	<p>Course Introduction</p> <p>Syllabus</p> <p><i>Methods:</i> Beginning the School Year; Organizational Methods</p>	
2	Aug. 25	<p>Lecture</p> <p><i>Methods:</i> Traditional Lecture; Using Technology in Lectures</p> <p><i>Method Lesson #1:</i> Lecture Using Technology</p>	Bligh (2000), Ch. 1 & 4
3	Sept. 1	NO CLASS – Labor Day	
4	Sept. 8	<p>Discussion</p> <p>Methods: Silent Discussion*; Line of Contention*; Fishbowl*</p> <p><i>Method Lesson #2:</i> Silent Discussion or Fishbowl</p>	Dewey (1938). Egan (1992), Intro. & Ch. 1.
5	Sept. 15	<p>Debate & Deliberation</p> <p><i>Methods:</i> Debate*; Deliberation*</p> <p><i>Assignment:</i> NCSS Membership Due</p>	Egan (1992), Ch. 2 & 3. Hess (2005). Parker (2001). Rossi (2006).

6	Sept. 22	<p>Socratic Seminar</p> <p><i>Method:</i> Socratic Seminar*</p>	<p>Egan (1992), Ch. 4 & 5.</p> <p>Hess (2004).</p> <p>Wilén (2004).</p>
7	Sept. 29	<p>Kinesthetic Learning</p> <p><i>Method:</i> Using Kinesthetic Learning in Social Studies</p> <p><i>Method Lesson #3:</i> Kinesthetic Lesson</p>	<p>Egan (1992), Ch. 6 & Conclusions.</p>
8	Oct. 6	<p>Collaborative Inquiry</p> <p><i>Methods:</i> Individual – Group – Class (IGC); Think-Pair-Share*</p> <p><i>Method Lesson #4:</i> IGC or Think-Pair-Share</p>	<p>Selwyn & Maher (2003), Intro. & Ch. 1.</p> <p>Vardell (2003).</p>
9	Oct. 13	<p>Using Film in Social Studies</p> <p><i>Method:</i> Using Film</p>	<p>D'Sa (2005).</p> <p>Hess (2007).</p> <p>Choose one of the following:</p> <p>a) Marcus & Stoddard (2007).</p> <p>b) Stoddard & Marcus (2006).</p>
10	Oct. 20	<p>Alternative Assessments</p> <p><i>Methods:</i> Board Games, Essays, Creative Assessments (Song, Mobile, Structures, etc.)</p> <p><i>Method Lesson #5:</i> Alternative Assessment</p> <p><i>Assignment:</i> Volunteer at and Attend GCSS Conference</p> <p>GCSS Conference (Athens, GA) Oct. 23-24</p>	<p>Selwyn & Maher (2003), Ch. 2 & 3.</p> <p>Bell (2005).</p> <p>McCoy (2003).</p> <p>Sandmann (2004).</p>
11	Oct. 27	<p>Collaborative Inquiry</p> <p><i>Method:</i> Jigsaw*</p> <p><i>Method Lesson #6:</i> Jigsaw</p>	<p>Selwyn & Maher (2003), Ch. 4 & 5.</p> <p>Schug (2007).</p>

12	Nov. 3	Collaborative Inquiry <u>Method:</u> Historical Inquiry <u>Final Method Plan:</u> Historical Inquiry & Method of Your Choice	Selwyn & Maher (2003), Ch. 6 & 7. Barton & Levstik (2003). Stoddard, Hofer, & Buchanan (2008).
13	Nov. 10	Exam Reviews <u>Method:</u> Team Games <u>Final Method Plan Presentations</u> CUFA/NCSS Conference (Houston, TX) Nov. 12-16	Kumashiro (2008), Intro. & Ch. 1.
14	Nov. 17	Exam Reviews Methods: PowerPoint Games; Worksheets <u>Final Method Plan Presentations</u> <u>Final Method Plan Due</u>	Kumashiro (2008), Ch. 2 & 3. Otlin (2008).
15	Nov. 24	NO CLASS – Thanksgiving Break	
16	Dec. 1	Role-Plays and Simulations	Kumashiro (2008), Ch. 4 & 5. Smith (2004). Kumler & Palchick (2008).
17	Dec. 9	Unit Plan Work Session	Chaltain (2007).
		Final Assignments Due <u>Collaborative Unit Plan</u> Due Dec. 12 <u>Mini-Portfolio</u> Due Dec. 12	

Readings

Barton, K.C., & Levstik, L.S. (2003). Why don't more history teachers engage students in interpretation? *Social Education*, 67(6), 358-361. [NCSS]

Bell, C. (2005). Your move! Create a board game and review history. *Middle Level Learning*, 22, 16. [NCSS]

Bligh, D. (2000). *What's the use of lectures?* San Francisco: Jossey-Bass. [HANDOUT]

- Chaltain, S. (2007). "Degrees of freedom:" A five-part framework for school leadership. *Social Education*, 71(7), 354-359. [NCSS]
- D'Sa, B. (2005). Social studies in the dark: Using docudramas to teach history. *The Social Studies*, 96(1), 9-13. [NCSS]
- Egan, K. (1992). *Imagination in teaching and learning: The middle school years*. Chicago: University of Chicago Press. [TEXT]
- Hess, D. (2004). Discussion in social studies: Is it worth the trouble? *Social Education*, 68(2), 151-155. [NCSS]
- Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? *Social Education*. 69(1), 47-8. [NCSS]
- Hess, D. (2007). From banished to brother outsider, *Miss Navajo to An Inconvenient Truth*: Documentary films as perspective-laden narratives. *Social Education*, 71(4), 194-199. [NCSS]
- Kumashiro, K.K. (2008) *The seduction of commonsense: How the right has framed the debate on America's schools*. New York: Teacher's College Press. [TEXT]
- Kumler, L., & Palchick, R. (2008). Integrating government and literature: Mock civil and criminal trials based on *To Kill a Mockingbird*. *Social Education*, 72(4), 194-197. [NCSS]
- Marcus, A. S. & Stoddard, J.D. (2007). Tinsel Town as teacher: Hollywood film in the high school classroom. *The History Teacher*, 40(3), 303-330. [WebCT]
- McCoy, M.M. (2003). Incorporating effective writing strategies. *Social Education*, 67(4), 200-202. [NCSS]
- Otlin, J. (2008). The causes of poverty: Thinking critically about a key economic issue. *Social Education*, 72(2), 75-79. [NCSS]
- Parker, W.C. (2001). Classroom discussion: Models for leading seminars and deliberations. *Social Education*, 65(2), 111-115. [NCSS]
- Rossi, J.A. (2006). The dialogue of democracy. *The Social Studies*, 91(3), 112-120. [WebCT]
- Sandmann, A. (2004). Literature that promotes justice for all. *Social Education*, 68(4), 254-259. [NCSS]
- Schug, M.C. (2007). Why did the colonists fight when they were safe, prosperous, and free? *Social Education*, 71(2), 61-65. [NCSS]
- Selwyn, D., & Maher, J. (2003). *History in the present tense: Engaging students through inquiry and action*. New York: Heinemann. [TEXT]
- Smith, S.N. (2004). Teaching for civic participation with negotiation role plays. *Social Education*, 68(3), 194-197. [NCSS]
- Stoddard, J.D., Hofer, M.J., & Buchanan, M.G. (2008). The "starving time" wikinquiry: Using a Wiki to foster historical inquiry. *Social Education*, 72(3), 144-146, 158-160. [NCSS]
- Stoddard, J.D. & Marcus, A. S. (2006). The burden of historical representation: Race, freedom, and "educational" Hollywood film. *Film & History*, 36(1), 26-35. [WebCT]
- Vardell, S.M. (2003). Poetry for social studies: Poems, standards, and strategies. *Social Education*, 67(4), 206-211. [NCSS]
- Wilens, W.W. (2004). Refuting misconceptions about classroom discussions. *The Social Studies*, 95(1), 33-39. [WebCT]