

ESOC 4150/6150: Teaching United States History

Summer 2007

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Rationale:

Teaching of United States History is one of four content pedagogy courses offered in the Department of Social Science Education. This Summer 2007 version of the course is designed to provide resources for content background as well as teaching strategies to enhance student motivation to learn history. The course will examine what history knowledge is of most worth to teach middle and high school level students. Finally, the course will examine various points of view about how to teach history and motivate students to learn.

Required Texts:

James A. Percoco (2001). *Divided We Stand: Teaching About Conflict in U.S. History*. Portsmouth, NH: Heinemann.

Frederick D. Drake and Lynn R. Nelson (2004). *Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers*. Prentice-Hall.

Assignments and Exams:

1. **Percoco project:** You will be assigned to a group to present the materials in one of the chapters in the Percoco text. Your group will provide an overview of the chapter and critique of the usability of the suggestions in a real history class in Georgia schools. (20% of Final Grade).
2. **Teaching a Case Study:** You will join a group to provide the class with an overview of the historical period and an example case study lesson using the *Georgia Stories I and II* PBS Video series. Incorporated in the case study lesson will be idea of multiculturalism as discussed in class and readings for the course. (20% of Final Grade).
3. **Final project:** You will work individually, or in pairs if appropriate, and develop a Curriculum Map and example/s lesson/s for teaching either U.S. History or Georgia Studies. You (and your partner) will be required to use the ideas from your Drake and Nelson text, Percoco text, and Case Study Projects to design the Curriculum Map. You (and your partner) must provide copies of your Curriculum Map and example lesson/s for other members of the class. (25% of Final Grade).
4. **Final examination:** The exam will be a take-home covering all aspects of the course. It will be due on the day of the final examination. (10% of Final Grade)
5. **Leading class discussions of assigned readings, Work in WebCT assignments, Class participation, and Attendance** will count as 20% of your final grade. Graduate students will also have an extra assignment which will count as part of this participation grade.

Selected Topics:

- **Traditional and Non-Traditional views of teaching history:** Teacher Centered versus Student Centered instruction; varied interpretations of history—like Women’s Study, Multiculturalism.
- **History and State Standards as influences on teaching history:** National History Standards (www.sscnet.ucla.edu/nchs/standards/); Georgia Performance Standards (www.georgiastandards.org/) and High School Graduation Tests (http://public.doe.k12.ga.us/ci_testing.aspx?folderID=228&m=links&ft=Student%20Guides).
- **National and State Report Cards:** *The Nation’s Report Card: U.S. History 2006* (download from the National Center for Educational Statistics Web Site: <http://nces.ed.gov/nationsreportcard/>). Georgia State Report Card (download from: <http://public.doe.k12.ga.us/>).
- **Other Imperatives:** Critical and Creative Thinking, Learning Styles, Character/moral/values education, interdisciplinary curriculum and instruction, reading and writing across the curriculum, diversity in the classroom.
- **Sources for teaching history:** Web sites, Journals, Audio/Visual material, traditional readings, original source material, oral histories.
- **Assessment:** Classical assessment, Performance (authentic) assessment, Portfolio assessment, Reliability, Validity.

Miscellaneous:

- **Attendance:** Notify the instructor of any absence, especially and excused absence. DO NOT miss class unless it is a dire necessity. It is your responsibility to catch up on note and handouts after an absence.
- **Work in assigned groups will be graded accordingly; otherwise you will work alone. Consider that “authorized assistance” constitutes only that allowed by the instructor.**
- **Due Dates** for assignments and examinations will be announced in advance.
- **Academic Honesty Policy:** The University of Georgia’s honor code will be upheld in this course. The student honor pledge is: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.”