

ESOC 4150/6150: Teaching United States History

Spring 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. The course is designed to provide content background as well as teaching strategies to enhance student motivation to learn history. The course examines what history knowledge is of most worth to teach secondary level students. The course examines 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.

Recommended Texts:

Kenneth Coleman (1979). *Georgia History in Outline (3rd Rev. Ed.)*. Athens, GA: University of Georgia Press.

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 develop an example case study modeling for Georgia History the ideas found in the History Channel series *10 Days that Unexpectedly Changed America*. After seeing a demonstration of a case study and examining the ideas in the History Channel series, your group will search Georgia History texts, *Georgia Stories I and II*, or *another approved history oriented materials* to find a case that would be used in teaching a *Georgia Studies* lesson. (20% of Final Grade).
3. **Multicultural project:** Individually or in groups, you will be assigned to locate resources for teaching about ethnic groups in U. S. History and Georgia Studies courses and develop a model lesson for teaching about the same ethnic group. You will provide members of the class with copies of the lesson and documentation to locate resources located (10% of Final Grade).

4. **Final project:** You will work individually or in groups to develop a Curriculum Map for teaching either U.S. History or Georgia Studies. You or your group will be required to use the ideas from your Drake and Nelson text, Percoco text, Case Study Projects and Multicultural Projects in designing the Curriculum Map. You or your group will make a presentation to the class and provide copies of your Curriculum Map for other members of the class. (20% of Final Grade).
5. **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)
6. **Lead class discussions** of assigned readings, **Work in other group presentations**, **Class participation**, **Homework assignments**, and **Attendance** will count as 20% of your final grade. *Graduate students will be assigned to make a special presentation as part of their participation grade. More details on the nature of the Graduate student presentations will be given later.*

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 (www.glc.k12.ga.us).
- **National and State Report Cards:** *The Nation’s Report Card: U.S. History 2001* (download from the National Center for Educational Statistics Web Site: <http://nces.ed.gov/nationsreportcard/>). Georgia State Report Card (download from:
- **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.”