

Social Science 3400

Methods and Materials in the Social Studies in the Secondary School

Eastern Illinois University
Fall Semester, 2005

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REQUIRED TEXTS

(From Textbook Rental)

- Jack Zevin, *Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools*, 2nd ed. (Mahwah, NJ: Lawrence Erlbaum Associates, 2000).
- J.M. Banner and H.C. Cannon, *The Elements of Teaching* (New Haven: Yale University Press, 1997).
- Eleanor B. Baron, *Discipline Strategies for Teachers* (Bloomington, IN: Phi Delta Kappa Educational Foundation, 1992).
- Barry Beyer, *Critical Thinking* (Bloomington, IN: Phi Delta Kappa Educational Foundation, 1995).
- Selma Wasserman, *Asking the Right Question* (Bloomington, IN: Phi Delta Kappa Educational Foundation, 1992).

RESERVE READING AND HANDOUTS

- Edward L. Ayers, "History in the Air," *Magazine of History*, 18 (July 2004): 61-62.
- M. Brady, "The Standards Juggernaut," *Phi Delta Kappan*, May (2000): 649-51.
- J. Burack, "Using visual materials in history class," *History Matters!* 9 (1997): 7.
- Charleston High School, "Acceptable Use Policy."
- C. Danks, "Using the literature of Elie Wiesel and selected poetry to teach the holocaust in the secondary school history classroom." *The Social Studies*, 87 (1996): 101-105.
- M. Ediger, "Portfolios and the social studies." *Journal of the Illinois Council for the Social Studies*, 57 (1998): 75-85.
- Finn, Chester E, Jr. "What to Do About History Textbooks." *History Matters!* 16 (2004):1, 6.
- Michael F. Graves and Patricia G. Avery, "Scaffolding Students' Reading of History." *The Social Studies*. May/June (1997): 134-138
- E.D. Hirsch, Jr., "'You Can Always Look it up' ...Or Can You?" *American Educator*, Spring (2000): 4-9.
- Simon Hooper and Brad Hokanson, "The Changing Face of Knowledge." *Social Education* 64 (Jan/Feb 2000): 28-31.
- Illinois State Board of Education. "Introduction." In *Illinois Learning Standards* (Springfield: State of Illinois, 1997).
- National Council for the Social Studies "A vision of powerful social studies teaching and learning" *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington: NCSS, 1994).
- National Council for the Social Studies, "Ten Thematic Strands."
- Jay Mathews, "Assessing Ability Versus Memorization." *Washington Post*, July 3, 2001.
- Jay Mathews, "Administrators are Missing Out on Good Teaching," *Washington Post*, November 5, 2002.
- Jay Mathews, "Teaching to the SOL Test." *Washington Post*, August 28, 2001.
- Jay Mathews, "Web of SOLs Can Ensnare Good Students." *Washington Post*, November 13, 2001.
- William A Paquette, "A Tate of MERLOT: the Multimedia Resource for Historians and Others." *AHA Perspectives*, May (2003): 30-33.
- John Patrick, "Critical thinking in the social studies: What is it?" ERIC/ChESS, June, 1986.
- Mary Anne Raywid, "Accountability: What's Worth Measuring?" *Phi Delta Kappan*, February 2002.
- F. C. Risinger, F.C. (1995). "How to teach history effectively." *History Matters!* 7 (1995): 1, 5
- F. C. Risinger, "Separating the wheat from chaff: Why dirty pictures are not the real dilemma in using the Internet," *Social Education*, 62 (1998): pp. 148-151.
- F.C. Risinger , "Teaching social studies with the Internet," ERIC/ChESS, November 1999.
- T.J. Scott, M. O'Sullivan, "The Internet and Information Literacy: Taking the First Step toward Technology Education in the Social Studies," *The Social Studies*, May/June (2000): 121-25.
- Kelly Schrum, "Surfing for the Past: How to Sift the Good from the Bad." *AHA Perspectives*, May (2003): 27-29

Patrick Welsh, "Same Building, Different Planets," *Washington Post*, October 13, 2002.

Daniel T. Willingham, "Students Remember... What They Think About." *American Educator*, Summer (2003): 37-41.

Daniel T. Willingham, "The Privileged Status of Story." *American Educator*, Summer (2004): 43-45, 51-53.

I reserve the right to change assignments as necessary. Don't worry: you will be given sufficient notice of any changes.

OBJECTIVES

NCSS: By the end of the course you should be able to:

1. Select, integrate and translate the content and investigative methods of history and the social sciences and use these in social studies instruction
2. Use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and use them in diverse settings and with students with diverse backgrounds. (These objectives are an integral part of all class assignments and meetings).

ME: As a result of this class you should be:

1. Able to plan and prepare complete and usable social studies lesson and unit plans.
2. Able to analyze and critique professional articles concerning social studies teaching.
3. Knowledgeable of methods of social studies evaluation, including the use of portfolios.
4. Familiar with technological productivity tools that enhance social studies teaching.
5. Familiar with a range of teaching methods that are meaningful, integrative, value based, challenging, and active.
6. Able to present effective social studies lessons to secondary students.
7. Familiar with the NCSS Standards and the Illinois Learning Standards for Social Studies.

COURSE REQUIREMENTS

Reading, Analysis and Writing: We will read and analyze a range of materials concerning social studies education, including chapters from the texts, articles and book chapters or chapter excerpts. You are responsible for every assignment.

Micro-teaching: Each student will micro-teach three formal social studies lessons during the semester, one for 15 minutes, the second for 20 minutes, and the third for 50 minutes. At least one micro-teaching presentation will use PowerPoint, and at least one other will include no technology beyond an overhead projector. At least one of your micro-teaching lessons must be from your area of concentration (history, psychology, and so on), and at least one of your micro-teaching lessons must be from a field other than your area of concentration. Your micro-teaching may not be given over to a review session (in other words, no Jeopardy or other similar lessons). You are to submit a copy of the lesson plan for your micro-teaching lesson to me when the lesson is taught. Your micro-teaching grade will be based on (a) the effectiveness of your actual performance before the class (b) the overall quality of the lesson, including the lesson plan. Note: your second and third micro-teaching sessions will be videotaped.

Laboratory: The lab hour will often be taught by guest speakers. As their schedules are volatile, the lab topics are necessarily subject to change.

Pre-Student Teaching Clinical Experiences: You are required to complete fifteen hours of on-site (off campus) pre-student teaching clinical experiences in social studies classrooms. These are to be recorded on the provided "Pre-Student Teaching Clinical Experiences Sheet."

* Enter the time and duration of each visit on the sheet and authenticated by the dated signature of the teacher in whose room the experience was completed or by another appropriate individual in the building who has personal knowledge of the experience.

* No more than five hours of clinicals may be completed in one building; you must complete clinicals in at least three buildings.

* Clinicals must be completed on the following schedule:

1. Five hours must be completed on or before September 30.
2. Five hours must be completed on or before October 31.

3. Five hours must be completed on or before November 30.

* For each clinical experience completed, write a descriptive narrative summarizing your observations and attach that narrative to the appropriate PSTC sheet.

You cannot receive credit for SOS 3400 without completing this requirement.

Lesson Plans: You are required to complete and turn in three lesson plans. One lesson must cover some aspect of US history; one must cover some aspect of non-US history; and one must cover some aspect of another social science of your choice. At least one of these lessons must be from the unit plan you turn in.

Unit Plan: You are required to turn in one unit plan, covering at least five lessons. One of the lesson plans you turn in (see above) must be from this unit plan.

LiveText Licence: You must purchase a LiveText License in order to submit required artifacts into the CEPS Electronic Portfolio.

Artifact Submission: All students in SOS 3400 must submit to artifacts (a lesson plan and a unit plan) into the CEPS Electronic Portfolio.

GRADING

Micro-teaching plans and presentation	45 %
Unit Plan	10 %
Lesson Plan One	10 %
Lesson Plan Two	10 %
Lesson Plan Three	10 %
Class participation	5 %
Social Studies Website Critique	5%
Annotated Website Assignment	5%

Grading Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

ATTENDANCE

You may have one unexcused absence without penalty; after that one absence, one percentage point will be deducted from your final accumulated total point average for each unexcused absence. If you are not present in class on the day you are scheduled to micro-teach, the grade on that micro-teaching presentation will be lowered by one letter grade. If you are not present for subsequent class meetings, your micro-teaching grade will again be lowered by one letter grade for each day absent until the grade of F is reached. There are no exceptions to this policy, save for an authenticated emergency.

ASSIGNMENT CONVENTIONS

All written assignments in this class are to be word processed on 8 1/2 X 11 inch paper. Paper grades will depend on the quality of writing as well as on content. Assignments turned in late without prior approval will be reduced one letter grade for each day late.

DISABILITIES

If you have a documented disability of which I should be aware, please inform me during the first week of class. If you do have a documented disability, or think that you might, visit the Disability Services website at <http://www.eiu.edu/~disablt/> for further information.

OFFICE HOURS

My office hours are 10-12 on Mondays, Wednesdays, and Fridays; 11-12 and 1-4 on Tuesdays and Thursdays; and by arrangement. You are welcome to come by at those and other times. I am also available for consultation by email. Please do not assume that you cannot meet with me if my office hours are inconvenient for you.

HOW TO REACH ME

Email is the best way to get in touch with me when I am not on campus. While I do have voicemail, I only check it when I am on campus.

MISCELLANY

If you have a question, ask it. Questions are “stupid” only if they remain unasked.

WEEKLY ASSIGNMENTS

If there is a reading assignment due on a given day, we will likely discuss it on that day. Be prepared.

Date	Topics	Due
Week One August 22	Introduction and discussion: What do you know about teaching? What are the social studies, and why should we care about teaching them?	Illinois Learning Standards, pp. iii-viii Brady (2000) Mathews “Teaching to the SOL Test”
August 24	Is teaching an art or a science? Lesson Plans Standards	Banner and Cannon, skim the whole book (it’s an easy read; pay particular attention to the stories about individual teachers) Zevin, Ch. 1 and 2 Johnson and Farkas (1997)
Lab	The Illinois Technology Standards for Teachers: an Introduction	Scott and O’Sullivan (2000) Raywid (2002)
Week Two August 29	Importance of Methodology Unit Planning Unit Plan handout	Risinger (1995) Burack (1997) NCSS “Vision etc.” 1994 Zevin, Ch. 7 Risinger (2002)
August 31	Literature in the Social Science Classroom. The importance of Story	Danks (1996) Willingham (2003) Willingham (2004)

Lab	Techniques for Facilitating Students' Reading of social Studies literature, Part One: The Structured Overview and Herringbone Activity Methods	Handout
Week Three September 5	LABOR DAY HOLIDAY NO CLASS	
September 7	Zevin's Three Perspectives	*Turn in Lesson Plan 1* Zevin, Ch. 3 Hirsch (2000)
Lab	Appropriate Uses of Technology in the Social Studies Classroom: Ethical and Legal Concerns.	AUP-Charleston H.S.
Week Four September 12	Questioning Preparing Tests and Quizzes	Zevin, pp. 75-90 Wasserman (1992) Burke, pp. 28-31 Mathews, "Assessing Ability"
September 14	Group Learning	*Turn in Unit Plan* Zevin, pp. 60-75
Lab	Using Technology Effectively: Generative and Representative Uses of Technology in the social Studies Classroom	
Week Five September 19	Micro-Teaching Round 1	*Turn in Lesson Plan 2 from Unit Plan*
September 21	Micro-Teaching Round 1	
Lab		
Week Six September 26	Micro-Teaching Round 1	
September 28	Micro-Teaching Round 1	

Lab	Inspiration Software	
Week Seven October 3	Joining the Profession, Part One: Successful Job Search Strategies	Guest Speaker from Career Services
October 5	Joining the Profession, Part Two: the Successful Job Interview	Guest Speaker from Career Services
Lab	Job Interviews and Job Availability: Future Trends and Geographic Mobility	
Week Eight October 10	Micro-Teaching Round 2	*Turn in Lesson Plan 3*
October 12	Micro-Teaching Round 2	
Lab	E-mail and Discussion Lists in the Social Studies Classroom: an Instructional Multiplier	
Week Nine October 17	Micro-Teaching Round 2	
October 19	Micro-Teaching Round 2	
Lab		
Week Ten October 24	Micro-Teaching thus far	
October 26	Textbooks: a Curse?	Finn (2004)
Lab	Techniques for Facilitating Students' Reading of Social Studies Literature, Part Two: the Scaffolded Reading Experience	Graves and Avery (1997)

Week Eleven October 31	Micro-Teaching Round 3	
November 2	Micro-Teaching Round 3	
Lab	Assessing the Validity of Internet Sites: a Practical Guide	Risenger (1998) Scott and O'Sullivan (2000) Schrum (2004)
Week Twelve November 7	Micro-Teaching, Round 3	
November 9	Micro-Teaching Round 3	
Lab	Micro-Teaching Round 3	
Week Thirteen November 14	Micro-Teaching Round 3	*Turn in Social Studies Website Critique*
November 16	Micro-Teaching Round 3	
Lab	Micro-Teaching Round 3	
Week Fourteen November 21	THANKSGIVING HOLIDAY	
November 23	THANKSGIVING HOLIDAY	
Lab	THANKSGIVING HOLIDAY	
Week Fifteen November 28	Critical Thinking	Beyer (1995) Patrick (1986)
November 30	Micro-Teaching Round 3	

Lab	Micro-Teaching Round 3	*Turn in Annotated Bibliography of Internet sites*
Week Sixteen December 5	Micro-Teaching Round 3	
December 7	Teaching in the Real World	Welsh, (2002) Mathews, "Administrators are Missing Out on Good Teaching"
Lab	Guest Speaker	