COURSE DESCRIPTION:
This course is a one-quarter introduction to the underlying philosophies and methods of teaching social studies in the secondary-level classroom. It is intended to bridge the gap between the theory of education, your training in history and the social studies, and the realities of the K-12 environment. Students taking this course should be of junior or senior status, must have been admitted to the teacher education program, and prior completion of EDCS 311 is STRONGLY recommended.

COURSE OBJECTIVES:
By the end of the course, the student will:
• Be able to identify and explain the major philosophies, issues, and debates in contemporary social studies education, including constructivist theory.
• Have been exposed to, and have practiced themselves, a wide variety of pedagogical methods relevant to the secondary social studies classroom.
• Be able to use primary sources in the classroom effectively.
• Be able to construct pedagogically valid lesson and unit plans and be able correlate them with state and national social studies education standards.
• Communicate ideas, in written and oral form, with greater precision and coherence.

REQUIRED LIVETEXT ASSESSMENT:
Assignments for this course—which include the writing of essays and the creation of unit objectives, lesson plans, and curriculum units—will be used to assess the student’s pedagogical knowledge and skills as well as the student’s content area knowledge. The assessments will be aligned with the 10 thematic strands of the National Council on Social Studies, with the social studies competencies established by the States of Washington, and with the standards set by the Center for Teaching and Learning at Central. These assignments will be submitted to, and assessed through, the student’s HIST 421 LiveText e-portfolio. Accordingly, all students are required to have license for access to LiveText e-portfolio software. You have probably already been required to have it for one or more of your education courses and it is essential for this course as well. Students who fail to post the required artifacts to their LiveText account will not receive credit for the assignment and may fail the course.

READINGS:
Additional required readings (see weekly schedule) are available on reserve at the university library or will be distributed in class.

REQUIREMENTS:
1. **Active Participation**—Thoughtful, well-informed discussion is a central part of this course. In addition to faithful attendance, the quality of your participation in activities and discussions—based on material covered in reading assignments, lectures, and videos—will figure prominently in your
final grade for the course. Chronic absence, generally defined as more than three absences (excluding those resulting from official university functions), will adversely impact your grade.

2. **Literature Reaction Paper**—Each student will write a reaction paper, 3-4 pages in length (no shorter, no longer) based on the readings assigned for weeks 1-3, with a particular emphasis on how the readings suggest teaching social studies in diverse ways and to diverse populations. In addition to critiquing the readings’ general strengths and weaknesses, you should also consider how the ideas discussed in the readings might impact your approach to teaching history in the future. Is there a common denominator among all of these readings? Try to find one to serve as a common theme to tie your paper together. Your paper should have a thesis and abundant evidence in support of that thesis. Papers should be typed, double-spaced, in 12-pt. font, page numbered, and stapled in the upper left-hand corner. No cover page necessary. For this paper you MAY write in first person. This assignment must be submitted for assessment to the student’s LiveText portfolio. Due: Wed., Week 3.

3. **Curriculum Resource Unit:** Students will design and construct a teaching curriculum unit that includes lesson plans, materials, and an explanation of activities suitable for teaching a two to three week unit on a topic of your choice in the secondary-level classroom. We will spend an entire class period discussing the curriculum unit and its very substantial requirements during week 2 or 3 of the course. You need to be in class for this discussion. You should also run your unit topic idea by me. The due dates for the curriculum unit plan components will be incremental. Three lesson plans must be submitted in hardcopy and posted on LiveText, complete with all materials necessary to teach that lesson, by the dates noted on the course outline (below). The remainder of the lessons and supporting materials are due Wed., Week 10.

**EVALUATION:**

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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Literature Reaction Paper</td>
<td>25 pts</td>
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<tr>
<td>History Unit Objectives</td>
<td>25 pts</td>
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<tr>
<td>Individual Lesson Plans #1-3</td>
<td>25 pts each</td>
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<tr>
<td>Curriculum Resource Unit (balance of)</td>
<td>150 pts</td>
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<tr>
<td>Miscellaneous Reading Quizzes</td>
<td>10 pts each</td>
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<td>Participation</td>
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My assessment of your participation and attendance may raise or lower your course grade by as much as one (1) letter grade.

A = 90-100% / B = 80-89% / C = 70-79% / D = 60-69% / F = below 60%

**A NOTE ON ACADEMIC HONESTY AND USE OF ELECTRONIC DEVICES**

ACADEMIC DISHONESTY WILL RESULT IN FAILURE OF THE COURSE. See the university catalog for further details on Central’s policy regarding academic honesty. Additionally, please turn off cell phones and music devices during class.

**CONTACTING YOUR INSTRUCTOR**

I am here to help you! Please feel free to drop in during my office hours. If this does not fit your schedule, simply call, email, or check with me in class and we can set up a time. I will periodically make class announcements or distribute readings, study-guides, or other materials electronically. As a consequence, all students must regularly check their CWU email accounts.
WEEKLY OUTLINE:
Although our progress and topics covered will likely vary from the schedule below, reading assignments should be completed, and the student ready to discuss those readings on the first class day of the specified week. Unless otherwise indicated, article readings are available through the university library’s reserve system under HIST 421.

Week 1: Introduction to the Social Studies
Readings:
   [distributed in class]
Paul Gagnon, “History Teacher Stress,” [distributed in class]
Mark C. Schug, Robert J. Todd, R. Beery, "Why Kids Don't Like Social Studies,” Social Education 48 (1984), pp. 382-87. [distributed in class]
Loewen, introduction and ch. 1
Activities:
Introduction to “Sponge” Activities and “Anticipatory Sets”
Lectures/Discussions: What are the social studies and what are we (generally) trying to teach?
Introduction to national history and social studies standards (NHS and NCSS) and State of Washington social studies standards (EALRs)
Hands-On Methods: Role Playing

Week 2: Social Studies Today: Arguments and Philosophies
Readings:
Loewen, ch. 2
Activities:
The Fundamentals of an Effective Curriculum Units and Lesson Plans
Hands-On Methods: Defining Historical Literacy, or “How do we decide what (specifically) we are going to teach?”

Week 3: The Textbook and Its Alternatives
Readings:
Michael Romanowski, "Problems of Bias in History Textbooks" Social Education (March 1996): 170-73. [Available electronically through the library’s main catalog]
Loewen, ch. 3
Activities:
Readings Discussion: Issues in Contemporary Social Studies Teaching (will use readings from weeks 1-3 as basis for discussion)
Lecture/Discussion: History, Textbooks, and Working In Spite of Them
Discussion: The Sources Historians (and History Teachers) Use
Hands-On Methods: Using Primary Sources in the Classroom

Assignment Due:
Literature Reaction Paper must be submitted in paper and on LiveText by Wednesday’s class.

Week 4: Multicultural Education and Controversial Issues in the Social Studies, Part I
Readings:
Ronald Takaki, "Teaching American History through a Different Mirror," Perspectives 32, no. 7 (October 1994): 1, 9-12.
Loewen, ch. 4-5

Activities:
“Mainstreaming” Multiculturalism into Your Curriculum
Lecture and Discussion: Hiroshima, Nagasaki, and Teaching Social Studies to Adolescents.

Assignment Due:
History Unit Objectives must be submitted in paper and on LiveText by Wednesday’s class.

Weeks 5: Multicultural Education and Controversial Issues in the Social Studies, Part II
Readings:
Self-assigned readings on Prop 187 from Brooks Library, NOT the internet. (For Thursday, bring to class a bibliography of at least 3 magazine articles that you used to explore California’s Prop 187 of late 1994. TIME, U.S. News and World Report, and Newsweek magazines would make good sources for this assignment.)
Loewen, ch. 6.

Activities:
Discussion: Readings from Weeks 4-5
Hands-On Methods: The Classroom Debate—Immigration and Proposition 187 in California
Identifying Alternative Controversy Strategies

Assignment Due:
“Civics” Lesson Plan must be submitted in paper and on LiveText by Wednesday’s class.

Week 6: Questioning Techniques and Leading Classroom Discussions
Readings:
Excerpts from Socrates and Plato (will be distributed in class).
Loewen ch. 7-8.

Activities:
Readings Discussion: Conducting Classroom Discussions (will use readings from Week 6 as basis for discussion)

Hands-on Methods: Using Primary Sources—Music and Visual Imagery

**Week 7: Getting Students “into” the Social Studies**

*Readings:*
Loewen, ch. 9-10.

*Activities:*
Presentation: “We the People” and “Project Citizen” programs (Center for Civic Education)
Getting into the “Real” World
Hands-on Methods: Simulation—EXCOM and the Cuban Missile Crisis

*Assignment Due:*
“Geography” Lesson Plan must be submitted in paper and on LiveText by Wednesday’s class.

**Week 8: Technology and the Web in the Social Studies and Crossing Interdisciplinary Boundaries**

*Reading:*
Alan S. Marcus, “‘It Is as It Was’: Feature Film in the History Classroom,” *Social Studies* (March/April 2005): 61-67. [Available electronically through the library’s main catalog]

*Loewen ch. 11-12*
Handouts in class

*Activities:*
Hands-on Methods: Primary Sources on the Web; Internet Sources for Students and Teachers; Student Using Video in the classroom
Using in Literature in the Classroom
Hands-on Methods: Art and Poetry
Discussion (Weeks 7-8 readings)

*Assignment Due:*
“Economics” Lesson Plan must be submitted in paper and on LiveText by Wednesday’s class.

**Week 9: Assessment in the Social Studies—Where the Rubber Meets the Road**

*Readings:*
Provided in class

*Activities:*
Discussions:
How Do We Assess in the Social Studies?
The New Curriculum Based Assessments
Designing Rubrics

**Week 10: Course Wrap Up—Becoming a “Professional” Social Studies Teacher**

*Readings:*
Provided in class

*Activities:*

Local School Teacher, "Getting Along with, and Getting the Most from, Your Cooperating Teacher and Student Teaching Experience"
Questions and Answers about Teaching and Living in the K-12 Environment

Assignment Due:
Curriculum Resource Unit must be submitted in paper by Wednesday’s class. Be sure to include in the unit the evaluated copies of your three individually submitted lesson plans as well as your original and revised unit objectives.

RECOMMENDED SOURCES AND JOURNALS*:
Social Education
* Magazine of History for Teachers of History (OAH)
The Social Studies
Thomas P. Ruff and Jennifer T. Nelson, Classroom Ready Activities for Teaching History and Geography in Grades 7-12 (1998)

* Many of these have great ideas for (and sometimes complete) lesson plans