

CENTRAL WASHINGTON UNIVERSITY
Department of History

History 421—Methods and Materials for Secondary Social Studies (5 credits)
(Fall 2009)

Professor: S. Moore
100N Language and Literature Bldg.
Office Hours: MTWR, 1:45-2:30; F 1:45-2:30; and by appt.

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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 education program, and 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 6 major 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 History 421 LiveText 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:

James W. Loewen, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. (1995)

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 discussions—based on material covered in reading assignments, lectures, and videos—will figure prominently in your final grade for the course.
- 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 2-4, 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 4—Oct 14.
- 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, on the dates shown, with the remainder of the lesson ideas and supporting materials due Mon., Week 11. See course outline for specific lesson plan topics and deadlines.

EVALUATION:

Literature Reaction Paper	50 pts
History Unit Objectives	25 pts
Individual Lesson Plans #1-3	25 pts each
Curriculum Resource Unit (balance of)	150 pts
Miscellaneous Reading Quizzes	10 pts each
Participation	My assessment of your participation, may raise or lower your course grade by as much as 1/2 of a letter grade.

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

A NOTE ON ACADEMIC HONESTY

ACADEMIC DISHONESTY WILL RESULT IN FAILURE OF THE COURSE. See the university catalog for further details on Central’s policy regarding academic dishonesty.

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 may 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 History 421.

Week 1: Course Introduction

Readings: Begin reading for Week 2

Week 2: Introduction to the Social Studies

Readings:

Elliot Rosenberg, "Stop That Teen-Ager before He Votes," *Wall Street Journal*, 29 Sep 1988, p. 30. (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. (on reserve)

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 3: Social Studies Today: Arguments and Philosophies

Readings:

Gary Nash, "In the Matter of History," in *History on Trial* (1997), pp. 3-24.

Peter Stearns, "The Challenge of Historical Literacy," in Robert Blackey, ed., *History Anew: Innovations in the Teaching of History Today* (1993): pp 11-18.

Gary Scheurman, "From Behaviorist to Constructivist Teaching." *Social Education* 62:1 (1998), pp. 6-9.

Loewen, ch. 2

Activities:

Lecture and Readings Discussion: Issues in Contemporary Social Studies Teaching (will use readings from weeks 2 and 3 as basis for discussion)

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 4: 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:

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—Political Cartoons as a Case Study

Assignment Due:

Literature Reaction Paper must be submitted in paper and on LiveText by Wednesday.

Week 5: Multicultural Education in the Social Studies

Readings:

Ronald Takaki, "Teaching American History through a Different Mirror," *Perspectives* 32, no. 7 (October 1994): 1, 9-12.
Loewen, ch. 4-5

Activities:

Discussion/Lecture: The Sources Historians (and History Teachers) Use
“Mainstreaming” Multiculturalism into Your Curriculum

Readings Discussion (readings for weeks 4 and 5)

Assignment Due:

History Unit Objectives must be submitted in paper and on LiveText by Wednesday.

Weeks 6: Controversial Issues in Social Studies Education

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 Prop 187.)
Loewen, ch. 6.

Activities:

Lecture and Readings Discussion: Hiroshima, Nagasaki, and Teaching Social Studies to Adolescents.

Identifying Alternative Controversy Strategies

Hands-On Methods: The Classroom Debate—Immigration and Proposition 187 in California

Assignment Due:

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

Week 7: 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 weeks 6-7 as basis for discussion)

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

Week 8: 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 Monday’s class.

Week 9: Technology and the Web in the Social Studies and Crossing Interdisciplinary Boundaries

Reading:

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 (week 8-9 readings)

Assignment Due:

“Economics” Lesson Plan must be submitted in paper and on LiveText by Monday’s class.

Week 10: 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 11: 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"

Assignment Due:

Curriculum Resource Unit must be submitted in paper by Monday’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