

SED-405- Teaching Social Studies in Secondary Schools

Dr. Mark Percy, Assistant Professor
Office: Memorial Hall, Room 102Q
Phone: (609) 895-5405
Email: mpercy@rider.edu

Department of Teacher Education Mission

The Department of Teacher Education prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society. The Department of Teacher Education fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards. The Department of Teacher Education promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

Course Description

The theoretical foundations of teaching social studies in 6-12 settings are addressed in this course. We will examine the goals and aims of social studies instruction, as well as specific methodological techniques. Students will prepare and present content-specific lessons. In a more general sense, this course is designed to provide a “nuts-and-bolts” approach to social studies instruction, from both pedagogical and content-oriented perspectives.

Prerequisites: Educational Psychology (EDU 206 or EDPS 507), Curriculum (SED 370 or GLTP 520), Reading Methods (SED 431 or GLTP 503), History or Social Science Major.

Course Rationale

Why do we teach social studies? Why are we as educators drawn to it? Why do students so often dislike it? What can you, as a preservice teacher, do to correct that misapprehension?

Teaching is not just telling; learning does not equal memorization (Witrock, 1996: Handbook of Research on Teaching).

Rather, social studies education should develop flexible understanding of social studies subject matter. This includes the ability to draw relationships within social studies as well as across disciplinary fields, and to make connections to the world outside of class; to apply knowledge of the structure of social studies; to increase one’s understanding of their environment. Making relationships also includes the ability to explain, predict, and apply social studies information to many events (National Council for the Social Studies website, ncss.org; “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy,” 2007).

Beginning social studies teachers need to be able to invent, select, and adapt instructional representations in a wide variety of models that convey something about the subject matter to the learner; activities, questions, examples, analogies, illustrations, explanations, and demonstrations (McDiarmid, Ball, & Anderson, “Why Staying One Chapter Ahead Doesn’t Really Work in Subject-Specific Pedagogy,” 1989).

This required course is arranged in the teacher preparation sequence so that it immediately precedes the capstone course (student teaching/internship) in the program. It builds on principles of educational psychology, especially in the areas of learning theory, developmental levels, and knowledge of adolescent learners. It also builds on knowledge of curriculum and methods of teaching reading, which may be taken concurrently with this course. It is both useful and accurate to think of the field experience next semester as the “test” for what one learns in this course (*Rider Department of Teacher Education Teaching Handbook*).

- **What do we teach? (Content)**
- **Why do we teach it? (Rationale)**
- **How do we teach it effectively? (Pedagogy)**

Required Materials:

1) Readings:

There will be weekly readings (journals, research-based articles, handouts and samples) posted for each week’s class to the Canvas site. You are required to read, print, and bring these articles to class. There is no formal textbook for this class, but the various readings form the substance of the course’s content and will often be the subject of assignments and evaluation. (typically in PDF format; if you do not have Adobe Acrobat, visit www.adobe.com to get the free Adobe reader.

Laptop computers with wireless Internet access should be brought to class meetings if the student has one for research, note taking, and organization of information. Special purchases of computer technology for SED-370 is NOT expected or required.

2) Suggested Course Materials:

- National newspaper or weekly news magazine that provides alternate perspectives and in-depth coverage/analyses of news events.
- *Social Education*. This is the flagship publication of the National Council for the Social Studies. Subscription available through www.socialstudies.org
- Subscriptions to professional SSE journals such as *The History Teacher*, *The Social Studies*, and *Theory and Research in Social Education*.

3) Membership, New Jersey Council of the Social Studies (NJCSS)

There is no formal textbook for this course and all readings are provided through the Canvas site or in hard-copy form. In lieu of this, students in this course are expected to join the National Council for the Social Studies (NCSS) and the New Jersey Council of the Social Studies (NJCSS). Student

memberships in the NCSS are \$40 and memberships in the NJCSS are \$15. See <http://www.njcss.org/> and <http://www.socialstudies.org/membership/individual> for membership information (there is a membership form at the end of this syllabus, as well).

Course Goals

What is good teaching? What is good social studies teaching? What is it you want your student to learn, and how do you get them there? In this course you will learn how to plan and implement meaningful social studies instruction. The goal is to build both practical and theoretical understanding of good social studies teaching through reading, writing, discussion, and hands-on experiences.

1. To provide the beginning teacher with an understanding of:
 - The nature of the social studies
 - Expectations of our society regarding social studies education, especially national and state standards
 - Current trends in curriculum organization and content for secondary social studies.
 - Current methods, materials, and evaluation practices in social studies education
2. To develop in the beginning teacher the skills of:
 - Unit development
 - Lesson planning
 - Lesson presentation
 - Use of a variety of teaching methods and techniques
 - Use of audiovisual/technological aids
 - Evaluation and assessment
3. to identify effective teaching behaviors derived from classroom research and to incorporate them into practice:
 - Clarity
 - Variety
 - Teacher task orientation
 - Engagement in the learning process
 - Structuring/questioning
 - “With-it-ness”

ASSIGNMENTS

Assignment 1: “My Life” PowerPoint

Using Power Point, scrapbooks, or storybook format, prepare an introduction to history activity by doing a timeline of significant events of your life. The activity should follow a similar structure of the Power Point “My Life” activity done by Dr. Percy in the first class session. (note: If doing a Power Point, attach the Power Point to the assignment link on Canvas).

Assignment 2: Why I Want to be a Social Studies Teacher

Construct a personal teaching autobiography. Include defining people or experiences that have influenced you to become a social studies teacher. Discuss the importance of social studies education and the goals that you have for yourself as a teacher. Explain what you believe is the nature of social studies, why it is important for students to learn, what are the most important aspects of social studies to learn, and whether it should be tested in state standardized testing. In your answer you should provide sound reasons when defending your stance. Include at least 2 references (one reference can be the textbook) in the paper.

In creating your personal teaching autobiography, make sure you have:

- identified individuals who influenced me to become a social studies teacher
- Explained what you believe is the nature of social studies
- discussed the importance of social studies to me, personally
- Explain why it is important for students to learn what are the most important aspects of social studies to learn and whether it should be tested in state standardized testing.
- identified personal goals as a future social studies teacher
- Provided sound reasons defending stance
- wrote an essay that was word processed, double-spaced, and proofed

Assignment 3: Reading Responses (due weekly, as listed via Canvas)

You will be asked to do reading reactions throughout the quarter. These will be short 1-2 page responses. These will be turned in and used for class discussions. NOTE: The 1-2 pages is not per article. It is for all readings from the week combined. To receive full credit for the weekly reading response, the write-up should include the following:

- (1) Concise and complete summary of reading(s).
- (2) 2 issues, from readings, which are important to teachers.
- (3) A possible dilemma or shortcoming of an idea or ideas from reading(s)
- (4) At least, one question for one of the authors and reasoning for this question
- (5) How these readings connect to your own teaching.
- (6) Proper grammar.

Assignment 4: Global Awareness

We live in an interconnected world. At least, everybody says so. Your students will believe this, but will do so intuitively, without real consideration of the impact of the statement. Read the following statement:

“In many ways, globalization has always been present. Indeed, the Internet, communication and transportation advancements, for example, have made this even more apparent, but the basic concept

has always existed in some way. Over time, different connections—geographic, economic, political, and cultural—have developed between different continents on the earth. And many of these connections are present to this day.”

Using this statement as your Big Idea and two maps of the world (1588 and 1722), create a lesson that will help students evaluate the meaning, value, and validity of the above statement. See Canvas for details.

Assignment 5: Mini-Lessons

For each class session, you will be assigned a social studies topic/event/individual/group, for which you will have to prepare a simple activity (no more than 15-20 minutes in required class time). You may create these lesson plans from scratch or you may modify preexisting lessons. If you choose the latter option, you must provide a citation for where you found the lesson and identify your modifications.

These mini-lessons will be submitted via Canvas to the “Mini-Lesson Exchange.” The goal is to provide each student with a bank of usable activities on a wide variety of social studies topics. See the course calendar at the end of the syllabus for the specific due dates.

At least once, during this semester, you will be assigned to teach a “mini-lesson” in class, to your colleagues. This will be treated as a clinical practice exercise, in which your fellow students (and of course, your instructor) will take part in your lesson and then offer constructive feedback after the fact.

- Mini-Lesson 5.1: American History
- Mini-Lesson 5.2: World History
- Mini-Lesson 5.3: Geography
- Mini-Lesson 5.4: Economics
- Mini-Lesson 5.5: Government
- Mini-Lesson 5.6: Social Sciences

Here is the template you will be using for this assignment:

Title	
Essential Questions	<i>This represents the big idea; what is this lesson about? Why are you teaching it?</i>
Information knowledge	<i>What is the content you'll be teaching (early American Revolution? Stamp Act, Sugar Act, etc.)</i>
Basic Skills Knowledge	<i>What sort of generic basic skills will students need/engage in during this activity?</i>
Procedural Knowledge	<i>What type of critical thinking/modes of reasoning will students engage in during this activity?</i>
Standards	<i>Provide the applicable NJ Common Core Standards and/or NJ Core Curriculum Content Curriculum Standards.</i>
Instructional Objectives	<i>Identify student outcomes that clearly establish how the learning is assessed.</i>
Sequence of Learning Activities	<i>Includes the beginning (introduction/anticipatory set), middle (supporting activities), and ending (closure) of the lesson stated with sufficient detail and clarity that a substitute teacher could follow the plan</i>
Assessment/Evaluation	<i>Provides objective evidence that students attained the lesson's instructional objectives</i>
Materials/Resources	<i>Identifies supplies and/or resources needed to implement the lesson plan</i>

Assignment 6: Content Quizzes (“McQuiz”): weekly

For most class sessions, there will be short quizzes based on content (“information”) knowledge drawn from the major disciplines of the social studies—American History, World History, political science, government, law, geography, psychology, world cultures, etc. These will be drawn from the New Jersey state standards for social studies courses and will form the sort of content we expect our students to know upon completing their education (and so, it is reasonable that our future educators should know it as well!). They will be conducted online via Canvas, and will be available from the end of the preceding class until the beginning of the next week’s class. Together, they will comprise a cumulative quiz grade for the course.

Assignment 7: Video Analysis

This assignment requires you to view an assigned social studies\ lesson from the *Social Studies in Action* series (http://www.learner.org/libraries/socialstudies/9_12/morrison/video.html) and analyze instruction from multiple professional perspectives using your knowledge from your courses and readings as well as your sophomore and junior practicum experiences. More details will follow.

Assignment 8: Unit Plan

The Social Studies Lesson Plan Rationale—Effective lesson planning provides the strong foundation for effective instruction, student learning and achievement. It is critical that teacher candidates be able to implement the elements of effective lesson planning as they move forward in their professional journey. Rider University’s education program provides numerous opportunities for students to gain experience and expertise so important to effective lesson plan development. You will be completing a unit plan that will include all of the ten NCSS Content Standards as the foundation for their lesson plans. This unit should contain **THREE** original activities/lessons.

The unit plan and its three separate lessons/activities will be drawn from your particular content area, including:

- **American History**
- **World History**
- **Geography**
- **Government/Economics**
- **Law Studies**
- **Social Sciences (sociology, anthropology, psychology)**

For each general topic, I will be providing you with a more specific content area (e.g., a typical history unit plan topic might be the early American Revolutionary period, 1763-1775). Each lesson plan must follow the format listed below:

- Title:
- Essential Question(s):
 - Represents the big idea; what is this lesson about? What are you teaching it for?
- Content:
 - What is the information knowledge you are teaching (“early American Revolution, Stamp Act, Sugar Act, Townshend Duties,” etc.)?
- Standards:
 - Provides applicable New Jersey Common Core Standards and/or 2009 New Jersey Core Curriculum Content Curriculum Content Standards.
- Instructional Objectives:
 - Identifies desired student outcomes that clearly establish how the learning is assessed
- Time Necessary:
 - Up to a week-long unit plan is permissible. Each of the three lesson plans can vary in length, but the entire unit should not exceed one week.

- Sequence of Learning Activities:
 - Includes the beginning (introduction/anticipatory set), middle (supporting activities), and ending (closure) of the lesson stated with sufficient detail and clarity that a substitute teacher could follow the plan
- Differentiation of Instruction:
 - Shows evidence of considering students' learning styles and needs at the lesson level and/or providing accommodations based on a student's IEP
- Appropriate Use of Technology:
 - Applies technology to enhance the teaching and learning process
- Connections:
 - Recognizes linkages within and among content areas and to the real world
- Assessment/Evaluation:
 - Provides objective evidence that students attained the lesson's instructional objectives
- Materials/Resources:
 - Identifies supplies and/or resources needed to implement the lesson plan
- Homework Assignment:
 - Affords opportunities to reinforce, expand, and/or apply the new learning

Upon submission, these lessons will also be examined and critiqued by other members of this class. The purpose of this is not to embarrass or denigrate another student's work; instead, it represents the constructive effort, by fellow professionals, to point out deficiencies, emphasize strengths, and improve the overall product before it is used in the field.

Assignment 9: Final Exam

History Through a Student's Eyes

This assignment was originally developed by Linda Levstik of the University of Kentucky and Keith Barton of the Indiana University for their elementary methods courses. This assignment has been altered for secondary students by Ken Carano of Eastern Oregon University.

This assignment will help you to understand what secondary-age students already know and think about social studies. For this assignment, you will interview two secondary age children (grades 7-12). Neighbors, sisters, brothers, cousins, nieces, nephews, students in your field placement, baby-sitting jobs, kids you coach, kids you tutor, etc. are all perfect candidates. You should either record the interview to use in writing your essay or take very detailed notes during the interview.

Interview:

Interview Protocol:

History:

- Among your school subjects, where would you rank history in terms of your interest over the years (top, middle, bottom)? Why?
- What is history? Why do we study history? What do historians do?
- What is a primary source? A secondary source?
- What do you think the three most historically significant events are in history? Why?
- Who are the three most historically significant people in history? Why? Who are the three most historically significant women in history? Why?
- What are the three most historically significant documents in history? Why?
- Imagine that you could meet and talk with someone from the past. Who would it be? What

questions would you ask them? Why? Because you can't actually do that, how could you find out the answers to your questions?

- Have you ever seen a film or TV show, outside of school, on a historical topic? If so, what was it? Did you wonder if it was historically accurate? Did you do anything to check on its accuracy?

Government:

- Among your school subjects, where would you rank government & civics in terms of your interest over the years (top, middle, bottom)? Why?
- Why do we study government and civics?
- What is democracy? What other types of government are there?
- What are the main features of the American political system? (probe for branches of government, functions of government, etc.)
- What are the rights and responsibilities of citizens in our country?
- What role does the government play in your everyday life?

Other Content Questions:

- When did the American Civil War take place? Who was involved? Why is this event significant?
- When did World War II take place? Who was involved in this war? What were the names of the opposing sides? Where was this war fought? When did the United States become involved? Why?

Research Questions:

- For this section, you will need to work with a student on a computer or internet-capable device. Tell the student that he or she has been assigned to do a paper on the Haymarket Affair using Internet based resources—you may need to explain the Haymarket affair. Ask the student to show you how they would begin that process. Note what steps he/she follows in searching the internet. Ask the student to pick three sites they consider reliable for information on the Haymarket Affair, and ask the student why he/she believes it to be reliable.

II. The Paper:

Type the student answers. Read through the student responses. In your paper you will identify at least 3 main conclusions you have reached from the interviews, support each with the use of specific examples from the interviews, and explain at least 3 instructional implications of each of these conclusions. Your conclusions should be generalizations which identify patterns in students' responses, not a description of students' responses to every question you asked.

History Through A Student's Eyes Grading Rubric

	The Superior Paper (A/A-)	The Good Paper (B+/B)	Borderline Paper (B-/C+)	The "Needs Help" Paper (C/C-)	The "Nope, Not Gonna Cut It" Paper
Analysis (40%)	Conclusions reached during interviews were identifiable, plausible, novel, sophisticated, insightful and crystal clear	Conclusions reached during interviews were promising, but may be slightly unclear, or lacking insight or originality	Conclusions reached during interviews were unclear (contains many vague terms), provides little around which to structure the paper	Conclusions reached during interviews were difficult to identify at all, may be bland restatement of interview	Conclusions reached during interviews were shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing major problems to mechanics, structure and analysis. Has no identifiable conclusions or connections.
Connections (30%)	Instructional Implications were clear and reasonable; text was used to enhance connections	Instructional Implications were apparent; text was inconsistently used to support connections	Instructional Implications a bit muddled & confusing; text was rarely used to support connections	Instructional Implications were unidentifiable or unclear; text was not used or was unrecognizable	
Structure (15%)	Evident, understandable, appropriate for paper. Excellent transitions from point to point. Paragraphs support solid topic sentences	Generally clear & appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences	Generally unclear, often jumps or wanders around. Few or weak transitions, many paragraphs without topic sentences	Unclear, often because conclusions and connections are weak or non-existent. Transitions confusing and unclear. Few topic sentences.	
Mechanics (15%)	Sentence structure, grammar, and diction excellent; correct use of punctuation; minimal to no spelling errors.	Sentence structure, grammar and diction strong despite occasional lapses; punctuation often used correctly. Some (minor) spelling errors.	Problems in sentence structure, grammar and diction (usually not major); Errors in punctuation and spelling.	Big problems in sentence structure, grammar and diction. Frequent major errors in punctuation and spelling.	

CLASS CALENDAR (CHECK CANVAS EVERY WEEK FOR READINGS!!)

Assignments should be submitted prior to each class session, unless otherwise noted by the instructor.

DATE	TOPICS	ASSIGNMENTS
1. 9/9/13	Introductions What are Social Studies? Why is it “Social Studies?” Big Ideas	Print and bring the syllabus with you!
2. 9/16/13	Social Studies in the Era of Accountability/Standards Types of Knowledge	“My Life” PPT 3.1 Reading Responses
3. 9/23/13	Lesson Planning	Paper: “Why I Want to be a Social Studies Teacher” due 3.2: Reading Responses <i>McQuiz 1: Early American History</i>
4. 9/30/13	Group/cooperative learning, projects, and direct instruction, & graphic organizers	Assignment 4: Global Awareness due 3.3 Reading Responses <i>McQuiz 2: 19th Century American History</i>
5. 10/7/13	Classroom Management in a Social Studies Classroom Teaching with Technology, Part 1	Mini-Lesson 1: American History 3.4 Reading Responses <i>McQuiz 3: 20th Century American History</i>
6. 10/14/13	Teaching with Technology, Part 2 Teaching History (US/World) Teaching with Primary Documents/Realia	Mini-Lesson 2: World History 3.5 Reading Responses <i>McQuiz 4: World History</i>
7.10/21/13	Teaching World History Teaching Geography	Mini-Lesson 3: Geography 3.6 Reading Responses <i>McQuiz 5: Geography</i>
OCTOBER 23, 2013: NEW JERSEY COUNCIL FOR THE SOCIAL STUDIES CONFERENCE, BUSCH CENTER (ON THE CAMPUS OF RUTGERS UNIVERSITY)		
8. 10/28/13	Teaching Government/Politics/Civics	Mini-Lesson 4: Economics 3.7 Reading Responses <i>McQuiz 6: Economics</i>
9. 11/4/13	Critical Thinking	Mini-Lesson 5: Government 3.8 Reading Responses <i>McQuiz 7: Government</i>
10. 11/11/13	Teaching Social Sciences	Mini-Lesson 6: Social Sciences 3.9: Reading Responses <i>McQuiz 8: Social Sciences</i>

11. 11/18/13	Classroom Management, Teacher Expectations	Assignment 7: Video Analysis due 3.10: Reading Responses
12. 11/25/13	Teaching Controversial Issues, Teaching Values and Citizenship Assessment: How Do You Know that They Know? And What Does it Mean to “Know?”	3.11: Reading Responses
13. 12/2/13	What is Social Studies Today? What Should it Be?	Assignment 8: Unit Plan due 3.13: Reading Responses
14. 12/9/13	Final Exam	Assignment 9: Final paper, “Through a Student’s Eyes” due

NEW JERSEY COUNCIL FOR THE SOCIAL STUDIES

Annual Membership and Subscription Form

September 1, 2013 – August 31, 2014

Name _____ Date _____

Home Address _____

City _____ State _____ Zip Code _____

School _____

School Address _____

City _____ State _____ Zip Code _____

Work Phone _____ Home Phone _____

Preferred Email Address _____

Instruction Level (check as many as apply):

____ Elementary ____ Middle/Junior High ____ High School ____ College/University

Position (check as many as apply):

____ Classroom Teacher ____ Supervisor ____ Professor ____ Retired

Primary Interests (check as many as apply):

____ Civics/Government ____ Gifted and Talented ____ Psychology ____ U.S. History
____ Economics ____ Global/International ____ Sociology ____ AP

Committee Interests (check as many as apply):

____ Membership ____ Programs/Awards ____ Educational Policies ____ Communications/Publications

Annual Membership fee (check one):

- ____ General Membership (\$25)
____ Joint Membership with NJSSA (\$40)
____ Joint Membership with CASE (\$25)

Make check payable to "NJCSS" and mail to:

Arlene Gardner, NJCSS President
c/o NJCLRE
Rutgers University
Lucy Stone Hall B208-216
Piscataway, NJ 08854