

**EDCI 667: Advanced
Methods of Teaching
History/Social Studies –
Secondary**

George Mason University

**Graduate School of
Education**

Fall 2011



Promoting Learning & Development Across the Lifespan

Sara L. Cranford, Adjunct Professor

slcranford@fcps.edu

703-795-7403

Class Meetings: Mondays, 4:30-
7:10 pm, Innovation Hall 320

Course Description: This course provides pre-service teachers with a comprehensive overview of effective approaches to planning, implementing, managing, and assessing successful social studies

learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the secondary social studies classroom. This is the second semester of a yearlong methods course. This semester we will examine the following areas of social studies education through the lens of historical content: standards & accountability, curriculum/unit/lesson planning, engaging approaches for teaching social studies, assessment in the social studies, and multiculturalism.

Two main strands drive the course's curriculum. First is an exploration of what history/social studies is and why it is important to teach. This forms the basis and rationale for everything you do in the classroom. The second strand examines how students learn and come to understand history/social studies so that you can develop effective lesson plans in your classrooms.

Our essential questions and learning goals will frame and guide this class. You will have a chance to uncover, examine and revise your rationale for teaching this subject matter while reading and discussing varying perspectives on the nature of history/social studies and its value.

Course Objectives

Students will understand:

- That effective social studies teaching requires knowing your subject matter and understanding how to connect your content to students; knowing different teaching and assessment approaches; knowing the school culture and understanding how to make space for yourself in that culture; knowing students, engaging students in critical and higher-order thinking, teaching students “life-long learner” skills, and presenting students with multiple perspectives.
- That learning to teach is a complex process involving continuous reflection.

Students will know:

- Content related to standards & accountability, engaging teaching approaches, assessment in the social studies, epistemology of and approaches to teaching history, and the theories behind multiculturalism.

Students will be able to:

- Engage in critical, reflective discussions of research and practitioner readings.
- Develop lesson and unit plans, develop assessment tools, reflect on teaching practice and focus on practical investigation and modeling of student-centered and activity-based methods designed to meet the individual needs of a diverse student population.

Required Texts:

Drake & Nelson (2005). *Engagement in teaching history. Theory and practices for middle and secondary teacher*. NJ: Merrill-Prentice Hall.

Weinstein, C. (2007). *Middle and secondary classroom management: Lessons from research and Practice*, 3rd Ed. Heinemann Press.

Articles and Text Excerpts:

Banks, J. (1994). “Transforming the Mainstream Curriculum.” *Educational Leadership*, 51 (8), 4-8.

Banks, J. (2002). “Goals and Misconceptions.” *An Introduction to Multicultural Education*. 3rd Edition. Boston: Allyn & Bacon.

Barton, K. & Levstik, L. (2004). *Teaching history for the common good*. Lawrence Erlbaum Publishers: Mahwah, NJ.

Beyer, B.K. (1980). “Using Writing to Learn in History.” *The History Teacher*, 13(2), 167-178.

Beyer, B.K. & Brostoff, A. (1979). “The time it takes: Managing/evaluating writing and social Studies.” *Social Education*, March, 194-197.

Brophy, J. (1999). *Teaching*. Educational Practices series UNESCO with the International

Academy of Education and the International Bureau of Education.

- Delpit, L. (1995). "Education in a Multicultural Society: Our Future's Greatest Challenge." In L. Delpit's *Other People's Children: Cultural Conflict in the Classroom*. (pp. 168-183). New York: The New Press.
- Doty, J.K., Cameron, G.N. & Barton, M. (2003). *Teaching Reading in Social Studies*. McRel Press: Aurora, CO.
- Gay, G. (2001). "Effective Multicultural Teaching Practices." In C.F. Diaz (Ed). *Multicultural Education for the 21st Century*, (pp. 23-41) New York: Longman Publishers.
- Hess, D.E. (2005). "How do Teacher's Political Views Influence Teaching About Controversial Issues?" *Social Education*, 69(1), 47-52.
- Parker, W.C. (2006). "Public Discourses in Schools: Purposes, Problems, Possibilities." *Educational Researcher*, 35:8.
- Percoco, J.A. (2001). *Divided we stand: Teaching about conflict in U.S. history*. Portsmouth: Heinemann.
- Risinger, C.F. (1987). "Improving Writing Skills Through Social Studies." Bloomington IN: ERIC Clearinghouse for Social Studies/Social Science Education.
- Schoenbach, T., et al. (1999). *Reading for understanding: A guide to improving reading in the Middle and high school classrooms*. San Francisco: Jossey-Bass Publishers.
- Segall, A. (2003). "Maps as Stories about the World." *Social Studies and the Young Learner*, 16(1), 21-25.
- Silverman, F. (2003). "Hot Button Handling." *District Administration*, 24-27.
- Wade, R. "Quality Community Service Learning Projects: Getting Started"
- Westheimer, J. & Kahne, J. (2004, Summer). "What Kind of Citizen? The Politics of Educating for Democracy." *American Educational Research Journal* 41(2), 237-269.
- Wiggins, G. & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Youniss, J. & Yates, M. (1997). *Community Service and Social Responsibility in Youth*. Chicago: University of Chicago Press

General Internet Resources:

Advanced Placement Central

<http://apcentral.collegeboard.com/apc/Controller.jpf>

National Writing Project

<http://www.nwp.org/cs/public/print/resource/922>

Free teaching resources

http://www.free.ed.gov/subjects.cfm?subject_id=19

<http://www.tolerance.org/teach/index.jsp>

National Archives

<http://www.archives.gov/index.html>

Library of Congress

<http://www.loc.gov/index.html>

Gilder Lehrman Institute of American History

<http://www.gilderlehrman.org/>

Center for History and New Media

<http://chnm.gmu.edu/> (also see <http://historymatters.gmu.edu/>)

Historical Thinking Matters

<http://historicalthinkingmatters.org/>

National Council for the Social Studies

<http://www.socialstudies.org/>

National Council for History Education

<http://www.nche.net/>

ALSO:

Please consider joining the National Council for the Social Studies as a student member. Go to www.socialstudies.org/membership. Fill in and submit the on-line form. If the form asks you to “Choose a Journal,” please select the option that offers *Social Education*.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times...**Please turn cell phones off and stay off the computers except when we are using them for a class activity**
- **Attendance at all class sessions is assumed and students are expected to be on time.**
- **Assignments are due at the beginning of class periods indicated. Assignments will be penalized one full letter grade for each day they are late and will not be accepted more than three days after the due date without previous instructor permission. Please do not e-mail assignments, but turn them in hard copy form at the beginning of the class period for which they are due.** All written work is evaluated for clarity of expression, content, and mechanics of correct English. Assignments must be typed, double spaced, printed in 12-point font, with 1-inch margins on standard (8 ½ X 11) white paper.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>]

Course Requirements:

Assignment	Value	Date Due
Class Participation/Attendance	10%	Ongoing
Partner Assignment – Mini Lesson/Discussion/Debate Lead	15%	variable
Web Quest Activity (NCSS 8/9)	15%	February 13
Partner Project and Presentation: A) History Through Students’ Eyes OR B.) Museum/Historic Site Fieldwork	15%	March 5
Field Experience/Reading 4 Reflections	20%	March 26 April 16 Variable
Lesson Plan NCSS 7	25%	April 23

Grading Scale:

Letter Grade	Scale
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
Below 80	unsatisfactory

TENTATIVE COURSE OUTLINE:

Date	Topic	Readings/Assignments Due
January 23	<p>Introductions</p> <p>Overview of Syllabus - Assignments</p> <p>What Makes Good Teaching?</p>	
January 30	<p>Virginia Standards of Learning (VSOL) and Ambitious Teaching</p> <p>Planning for Instruction:</p> <p>How do I prepare my students to do well on standardized tests of accountability and still teach a dynamic, engaging class that helps them develop broader analytical, critical thinking, and social skills?</p> <p>Backwards Design</p>	<p>Readings for Today:</p> <p>1.) <i>Bring Learning Alive!</i> Pp. 1-21</p> <p>2.) Brophy, "Teaching"</p> <p>3.) Wiggins Ch. 1</p> <p>4.) Pick at least one class and look through the materials available for history and social studies at the VA Dept of Ed Website (VSOLs):</p> <p>http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</p> <p>5.) Look through the NCSS Standards</p> <p>http://www.socialstudies.org/standards/execsummary</p>
Feb 6	<p>Teaching Controversial Topics and Current Events</p> <p>Why and how do we</p>	<p>Readings for today:</p> <p>1.) Hess, "How do teacher's political views..."</p> <p>2.) Parker, "Public Discourses in Schools..."</p>

	<p>incorporate current events and controversial issues in the curriculum?</p> <p>How do I produce, lead, and manage classroom debate and discussion?</p>	<p>3.) Silverman, “Hot Button Handling...”</p> <p>4.) Wallis, “How To Make Great Teachers...”</p>
Feb 13	<p>Maps/Geography</p> <p>How do I infuse geography into history?</p>	<p>Web Quest Due</p> <p>Readings for today:</p> <p>1.)Segall, “Maps as stories”</p> <p>2.) Gritzner, “Why Geography?”</p>
Feb 20	No Class	Work session with partner for partner projects
Feb 27	<p>Character Education/Community Service and Service Learning</p> <p>What is the relationship between the social science and character education/service learning?</p> <p>How can I incorporate character education and service learning into my social studies classes?</p>	<p>Readings for Today:</p> <p>1.)Wade – “Quality Community Service Learning Projects”</p> <p>2.)Youniss and Yates, “Ten Ideas for Designing and Implementing Community Service Programs”</p>
March 5	<p>Museums, Memorials, Historic Sites and History Through a Student’s Eyes</p>	Partner Project Presentations Due
March 19	<p>Assessment and Grading</p> <p>How can I find out about my students as learners?</p> <p>What is assessment and how do I effectively do</p>	<p>Readings for Today:</p> <p>1.)Travis, Meaningful Assessment</p> <p>2.) Drake and Nelson, Ch. 6</p>

	<p>it?</p> <p>How do I establish a fair grading policy?</p> <p>How do I ultimately prepare students for SOL and AP testing?</p>	
March 26	<p>Reading and Writing in Social Studies</p> <p>What is the role of Social Studies in developing reading and writing skills?</p> <p>What pedagogical strategies best support reading and writing in social studies?</p> <p>How can I infuse reading and writing into my teaching?</p>	<p>First Classroom Observation Reflection Due – The Teacher and Instructional Design</p> <p>Reading for Today:</p> <ol style="list-style-type: none"> 1.)Beyer, “Using Writing to Learn in History” 2.)Risinger, “Improving Writing Skills Through Social Studies” 3.) Kohn, “How to create nonreaders..”
April 2	No Class	
April 9	<p>Classroom Management</p> <p>How do I set a tone of good behavior so learning can take place?</p> <p>Politics of Education – Relationships with Parents and Administrators</p>	<p>Readings for Today:</p> <ol style="list-style-type: none"> 1.)Weinstein, select chapters
April 16	<p>Multicultural Education</p> <p>Guest Speaker - ESOL team lead in ACPS</p> <p>What is multicultural education and how do I establish it in my</p>	<p>Second Classroom Observation Reflection Due – The Students</p> <p>Readings for Today:</p> <ol style="list-style-type: none"> 1.)Banks, “Goals and Misconceptions” 2.)Delpit, “Education in a Multicultural Society: Our

	curriculum?	Future's Greatest Challenge" 3.)Banks, "Transforming the Mainstream Curriculum"
April 23	Lesson Plan Presentations	Lesson Plans Due – in hard copy and posted on Black Board to share
April 30	Wrap Up – Citizenship Education What does an educated citizen need to know?	Readings for Today: 1.) Westheimer and Kahne, "What Kind of Citizen?" 2.) Kohn, <i>Ten Obvious Truths</i>

**This outline may change as the semester progresses.*