

**Teaching All Learners Program
Social Studies in the Elementary School
Spring 2002**

E325, section # 5929 T/R 2:30-3:45 p.m.
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Course Overview

This class is often considered a “methods” course. However, social studies in the elementary school is more than a collection of teaching methods. In this course, you will learn to “think about” the social studies, to grasp its core purposes, primary content, and special skills. Once you understand the “what” and “why” of the social studies, you can do the “how” in ways that link content goals to teaching techniques. At the conclusion of the course, you should have a good understanding of elementary social studies and be ready to develop and demonstrate powerful social studies curriculum.

Five themes underpin this course. They represent fundamental aspects of social studies in the elementary school. They are:

- Citizenship education as the primary aim of social studies.
- Historic, geographic, and civic knowledge and skills as primary areas of study for elementary social studies.
- Appreciation for cultural diversity as central to citizenship in a diverse, democratic society.
- Constructive teaching, in which students construct their own understandings, as preeminent for social studies learning.
- Preparation of children for democratic citizenship as a moral obligation of teachers.

Course Readings

Texts: (Required)

- Parker, W. (2001). Social studies in elementary education, 11th (ed). Upper Saddle River, NJ: Merrill.
- Paley, V. (1992). You can't say you can't play. Cambridge, MA: Harvard University Press.
- Parks, R. (1999). Rosa Parks: My story. New York: Puffin Books.

Supplements: (Required)

- Sampler of the Curriculum Standards for the Social Studies (accompanies Parker text)
- Social Studies Content for the Elementary School Teacher (accompanies Parker text)
- Indiana Academic Standards for Social Studies (purchase at Mr. Copy)

Companion Website: www.prenhall.com/parker

Assignments

Your work is evaluated primarily on its content, however, it is important that assignments are well-written. All assignments must be typed and double-spaced. Please edit your work carefully. On assignments completed cooperatively, partners will receive a joint grade. Assignments are due on time. Policy for late work, to be determined by the class.

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|--------------------------|-------------|
| Unit Planning Project | |
| Phase 1, 2, 3, 4 | 30% |
| Cooperative Biography | 20% |
| Mid-term Exam | 20% |
| Reading Response Journal | 20% |
| Class Participation | 10% |
| Total | 100% |

Unit Planning Project

The purpose of this assignment is to develop a thematic, micro-mini-unit of study based on 3 lessons. The project is completed in four phases. It is based on the process outlined in Parker chapter 7. Opportunities for feedback are provided at each stage of the project. Details are attached.

Phase 1: Study State Standards, Identify Topic, Select Instructional Resources (Due Feb. 7th)

Phase 2: Organize Subject Matter (Due Feb. 7th)

Phase 3: Develop Learning Activities (Due Feb. 14th)

Phase 4: Reflect on Teaching (Due March 19th)

Midterm (March 5th)

Mid-term will consist of short answer, essay questions. Online essay questions serve as a review for this exam. See www.prenhall.com/parker.

Cooperative Biography (Due April 9th)

The purpose of this assignment is to develop an integrated language arts/social studies unit around a historical theme. You will write, with teammates, original biographies of a great democratic citizen, Rosa Parks. This project allows you to practice: *absorbing* and *doing* history; working cooperatively; using reading and writing skills within social studies; and doing research. It introduces you to method to teach about democracy through the life of a major historical figure. The project will follow procedures outlined in Parker (pp. 418-431). Details will follow.

Reading Response Journal (Due April 23rd)

Participate in a book club to discuss You Can't Say You Can't Play by Vivian Paley. Record your preparations for and reflections upon book discussions. Details will follow.

Class Participation

Half of this grade (5%) is at instructor's discretion. The instructor will consider your attendance, professional attitude, and ongoing contributions to the class. The other 5% is earned through presentation and audience participation in unit plan presentations/reflections.

Grades

Your grade is based on the quality of work performed in completion of course requirements, which are: 1) responsible participation in class work, including discussions; 2) satisfactory work on all projects and other assigned work, as scheduled; 3) satisfactory scores on the mid-term.

A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C-70-73

Absences

Absences are excused for illness, religious observance, or family emergency. E-mail the instructor prior to an absence to be excused. If you are absent for any reason more than three times, the instructor has the option to lower your grade.

Late Work

Policy to be determined by the class.

Course Outline *Please bring readings for the day to each class session.*

Unit One: Foundations

Week 1: Jan. 8th

Teach Lesson Plan #1: Who Are We? Taking a Class Census

Describe: Memories of Social Studies Curriculum

Overview of Syllabus

Week 1: Jan. 10th

Introduce: NCSS Definition of Social Studies

Brainstorm: What is American citizenship at its best?

Compare/Contrast: text/Indiana definitions of citizenship education

Investigate: Origins of Social Studies

Reading: Parker 4-8; 60-62

Week 2: Jan. 15th

Explain: Mini-unit Plan Project

Compare/Contrast: NCSS Standards/State Standards

Use State Standards to select unit topics

Reading: Parker 1; *bring Indiana Academic Standards for Social Studies, NCSS Sampler to class*

Week 2: Jan. 17th

Teach Lesson Plan #2: Making a Decision Tree

Practice decision-tree: Late work policy

Read: Parker 3, review pp.60-62, read pp.62-72

Begin Field Experience on Friday Jan. 18th, Conduct teacher interview, Ask about unit topics.

Unit Two: Three Great Teaching Strategies

Week 3: Jan. 22nd

Debrief: Teacher Interviews. Decide on unit topics.

Teach Lesson Plan 9: Concept formation (Democracy)

Reading: Parker 8, pp. 254-267

Week 3: Jan. 24th

Teach Lesson Plan # 10: Causes of the Titanic Tragedy: An Inquiry

Consider: inquiry-based social studies teaching

Reading: Parker 8, pp. 268-273

Jan. 25th, Field Experience, Survey available instructional resources at your schools.

Week 4: Jan. 29th

Teach methods to: Ask Good Questions

Demonstrate clipboard method

Develop questions for mini-units

Reading: Parker 8, pp. 277-281

Week 4: Jan. 31st

Meet at Monroe County Library: Children's section

Librarian: Children's Books for mini-unit topics

Select instructional resources for mini-units

Reading: Parker 9, pp. 286-289, 308-314; chapter 12, pp. 402-406

Feb. 1st, Field Experience, Continue gathering resources for mini-unit.

Unit Three: Planning Units, Lessons, and Activities

Week 5: Feb. 5th

Unit Planning Workshop: Phase 1 and 2

Reading: Parker 7, pp. 217-236.

Week 5: Feb. 7th

Teach KWL

Unit Planning Workshop: Phase 3

Reading: Parker 7, pp. 236-250, pp. 296-297.

Phase 1 and 2 Due

Feb. 8th, Field Experience, Teach KWL.

Week 6: Feb. 12th

Debrief: KWL; Modify: unit plan

Consider: Three Forms of Assessment

Peer Review: mini-unit

Reading: Parker 10, pp. 333-339.

Unit Four: Social Studies Curriculum

Week 6: Feb. 14th

Overview: history, geography, and social sciences

Discuss: Doing/Absorbing/Learning History

Teach: Lesson Plan #4 Primary and Secondary Sources

Reading: Parker 4, entire, read purposes of each discipline

Phase 3 Due

Feb. 15th, Field Experience, Share mini-unit with cooperative teacher, Modify if needed.

Week 7: Feb. 19th

Geography Workshop

Introduce: Five Geographic Themes

Participate: Geography skill centers

Reading Parker 4, pp. 117-123.

Week 7: Feb. 21st

Geography Workshop

Introduce: Geographic thinking

Participate: Geographic skill centers

Reading: Parker 5, entire

Feb. 22, Field Experience, Give teacher revised copy phases 1-3. Teach lesson one.

Week 8: Feb. 26th

Teaching Current Events

What's in the news?

Plan: a program of current events

Reading: Parker 6, pp. 179-196.

Week 8: Feb. 28th

Teaching Current Events

Modify Lesson Plan #7: Afghanistan

Teach: Decision-making on Controversial issues

Reading: **Bring in information about Afghanistan (see p. 185)**

March 1, Field Experience, Teach lesson two.

Week 9: March 5th

Mid-term exam: Parker chapters 4, 5, 6

Introduce: Cooperative Learning

Compare/Contrast: Jigsaw, STAD, SAC

Teach: three skills for getting started

Reading: Parker 11, pp. 360-368

Week 9: March 7th

Practice: STAD, SAC

Reading: Parker 11, pp.368-376

March 8th, Field Experience, Teach Lesson three. Conclude mini-unit.

Week 10: March 12th and March 14th

No Classes, Spring Break

Week 11: March 19th

Presentations/Reflections: teaching mini-units

Phase 4 and final draft Mini-unit Plan Due

Unit Five: History Workshop

Week 11: March 21st

Introduce Cooperative Biography Project

View: Eyes on the Prize

Create: Data Retrieval Chart

Reading: Parker 13, pp. 410-432

Week 12: March 26th

Cooperative Biography: Learning about the Subject

Book Clubs: Journaling, reflections/questions

Role play: Rosa Park's Arrest

Reading: Parks pp.1-70; role play (hand-out)

Week 12: March 28th

Cooperative Biography: Learning about the Subject

Book clubs: Journaling, 2 generalizations, 2 questions

Read aloud: The Bus that Could Talk

Reflection and Setting Priorities

Reading: Parks pp. 70-124

Week 13: April 2nd

Cooperative Biography: Writing and Illustrating

Book clubs: 2 generalizations, 2 questions

Jigsaw meetings: expert groups

Reading: Parks 124-188

Professor is at conference, TAL instructor will teach the class

Week 13: April 4th

Cooperative Biography: Writing and Illustrating

Jigsaw meetings: home groups

Check: parts of book, text pp. 429-430

Complete Biography

Professor is at conference, TAL instructor will teach the class

Week 14: April 9th

Conclude the Project

Consider: Discussion question #3, text p. 442

Cooperative Biography Due

Unit Six: Democracy in the Classroom

Week 14: April 11th

Explain: Reading Response Journal

Book Clubs: 2 generalizations, 2 questions

Individual journaling

Practice Decision-tree: Discussion question #1, text p. 93

Reading: Paley pp. 3-33.

Week 15: April 16th

Book Clubs: 2 generalizations, 2 questions

Individual journaling

Role play: class meeting

Reading: Paley pp. 33-81.

Week 15: April 18th

Book Clubs: 2 generalizations, 2 questions

Individual journaling

Discuss: deliberation at the heart of democratic citizenship

Read Paley, pp. 81-134.

Week 16: April 23rd

Complete and consider: personal growth plan

Course evaluations

Reading Response Journal Due

Week 16: April 25th

Celebration Event

**Teaching All Learners
Social Studies in the Elementary School
Mini-Unit Plan Project
Spring 2002**

Directions:

This is a four-phase planning project based on the format detailed in chapter 7 of Parker. I will critique phases 1 through 3. Please ask your cooperating teacher for feedback as well. Revise materials from phases 1 and 2 and turn in with phase 3. Revise phase 3 before teaching. **Copies of phases 1-3 must be given to your cooperating teacher, field supervisor, and instructor prior to teaching the unit.** A summative grade will be awarded when all phases of the project are complete.

Phase 1: Identify Topic of Study, Select Instructional Resources (Due Feb. 7th)

1. Identify the grade level. Choose a social studies topic suggested in Indiana Academic Standards for Social Studies and suitable for your placement classroom.
2. Select, annotate, and defend selection of:
 - one textbook
 - four tradebooks (for teacher or student reading on days you are not in the field)
 - two A-V media (maps, globes, photos, computer resources)See Parker pp. 286-292; 308-314; 402-406. Annotations should include: brief description of resource, reason for selection, attention to multiple viewpoints (short paragraph).

Phase 2: Organize Subject Matter (Due Feb. 7th)

1. Identify 2 main ideas (generalizations) to be developed.
2. Identify 1-2 key concepts related to each generalization.
3. Identify related skills that will be taught (concept formation, inquiry, construction, role-play, music, or drama). Write a brief overview of each.
4. Describe the Indiana Academic Standards for Social Studies to which your mini-unit attends.
Turn in these materials for feedback from instructor.

Phase 3: Develop Learning Activities (Due Feb. 14th)

1. Develop three lesson plans that introduce, develop, and culminate a mini-study of your topic. Arrange for 40 minutes of teaching time (2, 20-minute segments for young children). Follow the format for lesson plans in Parker. You may use or adapt plans in the text or on the companion website.
 - Plan #1: Concept formation. (Parker pp. 256-263).
 - Plan #2: Inquiry activity (Parker pp. 268-273).
 - Plan #3: Construction, Role-play, Music, or Drama (Parker pp. 239-250) and Summative Assessment (Parker pp. 333-339).
- Make provisions for children with special needs:
Identify two children with special needs. Add a note to each lesson plan in which you identify adaptations suitable for these children (see Adapting Curriculum and Instruction in Inclusive Classrooms, Nine Adaptations)

Turn in materials from Phase 1 and 2 (revised as needed) with Phase 3.

Phase 4: Reflect on Teaching (Due March 19th)

1. Write a brief (1 page or less) reflection on each lesson. Add to mini-unit plan.
2. Prepare an oral presentation of and reflection upon your unit. Turn in complete unit following the oral presentation. This includes all materials from phases 1-4.