

Elementary Education 325 – Section 5335
Spring 2002
Social Studies in the Elementary School

Course Syllabus

Instructor: Dr. Terrence Mason
Department of Curriculum and Instruction
Office: 3228 W.W. Wright Building
Email: tmason@indiana.edu

Monday/Wednesday 9:30 – 10:45
Wright Bldg. 3275
Office Phone: (812) 856-8190
Office Hours: Monday 11:00 – 12:00

Overview -- This course focuses on the social studies and their role in the elementary curriculum. Through this course it is expected that students will come to appreciate and understand the importance of social studies instruction for the preservation of a democratic society. Related to this aim, a primary goal is to provide students with the necessary skills and understandings to create a social studies curriculum that is interesting, meaningful, and exciting. It is expected that students in this course will familiarize themselves with the content and methodology of social studies instruction and will acquire strategies for integrating the social studies with other content areas (e.g. language arts, fine arts, math, and science).

General Requirements – Students are expected to attend and to actively participate in class sessions and activities and to arrive on time to class. Students are expected to complete all readings prior to the course session for which they are assigned and to bring all assigned reading materials to class. Course sessions will require knowledge of the information in the reading in order to benefit from the in-class activities, so doing the reading is essential. All written assignments done outside of class are to be typed, double-spaced unless otherwise indicated. They are to be turned in on time unless prior arrangements are made with the instructor. Failure to do so will result in the deduction of points equal to half (1/2) a letter grade for the assignment for each day after the due date. All work is to be original unless otherwise noted; plagiarism whether intended or not constitutes grounds for failure in the course. Cases of plagiarism will be handled in accordance with policies outlined in the Indiana University Student Academic Handbook.

Attendance Policy: Course sessions will focus on learning experiences and activities to enhance the development of teaching skills in social studies. Therefore, attendance is mandatory and will contribute to the overall course grade in the following manner. Following a second unexcused absence from class, two points for each unexcused absence thereafter will be deducted from a student's point total for the course. If you know ahead of time that you will not be able to attend a class session, I recommend that you email me or leave a message on my voice mail. Excessive unexcused tardiness will also result in points being deducted from the final grade.

Course Reading Materials:

Levstik, Linda S. & Keith Barton. 2001. *Doing History: Investigating with Children in Elementary and Middle Schools* (2nd ed.) Mahwah: New Jersey: Lawrence Erlbaum Associates, Publishers.

Paley, Vivian. 1992. *You Can't Say You Can't Play*. Cambridge: Harvard University Press

“The Blue Book” – A reader available from the TIS Bookstore.

Additional readings will be made available in class, put on reserve in the Education Library or posted electronically on the Web.

Assignments:

Instructional Unit -- This assignment will require you to develop a unit based on a social studies topic that you will teach as part of your M401 field experience. Students will be assigned in pairs to classrooms in the field experience schools. You will develop and teach the unit with your field experience partner, and turn in one copy of the unit for which you and your partner will receive one grade. Once assigned a partner, it will be up to you to divide the workload evenly. It is recommended, however, that students work on this collaboratively as much as possible, rather than working individually on specific parts of the unit. The unit will be developed in three stages and you will be given feedback as you work on it beginning with a **curriculum inquiry paper**. The second stage consists of the **instructional unit write-up I** which will be turned in and graded **before** you teach the unit in your M401 field experience classroom. Finally, a revised form of the unit with some additional elements (**instructional unit write-up I**) will be turned in at the end of the semester. A detailed description of the unit assignment and evaluation criteria will be provided in class. (100 points)

Annotated Bibliography of Children's Books: Based on a topic or theme related to one or more areas of the social studies, students will produce an annotated bibliography of children's books and teaching strategies to be used with them. (20 points)

Homework and In-Class Exercises – Over the course of the semester you will be asked to complete tasks in and out of class that will count toward the course grade. These will be “fast writes” (short written reflections on an issue related to the topic for the day or one of the readings), or short written assignments assigned ahead of time, or other activities related to the course. Some of these may occur unannounced and cannot be made up unless an absence is excused (medical condition or other emergency). (30 points)

Examinations: An in-class midterm exam will be given to assess mastery of important concepts and issues related to the course. Questions will be primarily short answer and essay type. (50 points)

Grading Policies: In accordance with department guidelines, solid, high quality work that satisfies all criteria for an assignment will be considered 'B' work. 'A's will be reserved for outstanding work that goes well beyond minimum standards and represents significant effort and accomplishment. Work that only minimally satisfies evaluation criteria will be awarded points in the 'C' range; unsatisfactory work will be given a grade of C- or lower and will require that the course be retaken. Points for assignments will be allocated on the basis of the completeness, overall quality, and the extent to which work meets or exceeds stated evaluation criteria. Student work will **not** be graded on a curve; each assignment will be graded according to its merit, not in comparison to another student's work.

Grading Scale -- Final course grades will be computed based upon the following point scale:

A	188 - 200	B	168 - 173	C	148 - 153
A-	180 - 187	B-	160 - 167	C-	140 - 147
B+	174 - 179	C+	154 - 159		

Topic Outline and Course Schedule
(subject to change)

Session	Date	Topic	Readings
1	Mo 1/7	Course Introduction/ /Clarifying assumptions The Joys and Sorrows of the M401 Cluster etc.	
2	We 1/9	What are the Social Studies and why are they important?	Westheimer & Kahne; NCSS Standards and Position Statement Blue Book, pp. 1 - 18
3	Mo 1/14	The Origins of Citizenship in the Early Grades	Paley - all.
4	We 1/16	The NCSS Standards	Ochoa-Becker; Adler, NCSS Standards and Position Statement - The Blue Book – pp. 19 - 40
	Mo 1/21	Martin Luther King Jr.’s Birthday – no class session	
<i>Begin M401 Field Experience</i>			
5	We 1/23	The Indiana Social Studies Curriculum Guidelines	TBA
		available on the web at: http://ideanet.doe.state.in.us/standards/pdf_te/TeacherSocStudies.pdf	
6	Mo 1/28	Structures for Teaching and Learning: Units, Cycles, and Projects	Mason (1996) article - Blue Book - pp. 74 – 81 Materials provided in class
7	We 1/30	The Building Blocks of Social Studies Teaching and Learning: Facts, Concepts, and Generalizations	The Blue Book – p. 45 - 54
		Lesson Planning for Powerful Social Studies	
8	Mo 2/4	Let’s Talk! – Discussions, Seminars, and Deliberation	The Blue Book – p. 55 - 63
9	We 2/6	Constructive and Authentic Assessment	TBA

- 10 Mo 2/11 Time out for Textbooks: How to Use Them Appropriately Alleman & Brophy article
Blue Book – pp. 82 – 88
- 11 We 2/13 Time, Continuity & Change: Historical Inquiry in the Elementary Classroom Levstik & Barton – Chs. 1 - 5
- INSTRUCTIONAL UNIT CURRICULUM INQUIRY
PAPER DUE**
- 12 Mo 2/18 Time, Continuity & Change: Historical Inquiry in the Elementary Classroom Levstik & Barton – Chs. 6 - 9
- 13 We 2/20 Time, Continuity & Change: Historical Inquiry in the Elementary Classroom Levstik & Barton – Chs. 10 - 13
- 14 Mo 2/25 The Five Themes of Geography Blue Book – pp. 101 - 104
- 15 We 2/27 More Geography: Using Maps and Globes
Review for Midterm Exam
- INSTRUCTIONAL UNIT WRITE-UP I DUE**
- 16 Mo 3/4 Playdough Economics Blue Book – p. 94
- 17 We 3/6 Midterm Examination
- Spring Break – No class held 3/11 and 3/13**
- 18 Mo 3/18 *We the People*: The foundations of American Democracy *We the People* book
(provided in class)
- 19 We 3/20 Becoming Citizens of the World: Global Education Merryfield & White
article
Blue Book – pp.120 – 130
- Promoting Student Writing Through the Social Studies
Gallavan article
Blue Book – pp. 86 - 88

- 20 Mo 3/25 Culture in the Classroom TBA
 Learning to Cooperate Cooperating to Learn Blue Book – pp. 64 - 73
- 21 We 3/27 Doing Anthropology and Sociology with Elementary School Students Mason (1997) article
 Blue Book – pp. 97 – 99
- Mathers Museum Visit and Assignment*
- 22 Mo 4/1 Social Studies Themes and Children’s Literature
 “Book talks” on our children’s books
- ANNOTATED BIBLIOGRAPHY DUE**
- Begin teaching instructional unit in M401 classroom*
- 23 We 4/3 Civic Engagement Through Community Action and Service Learning TBA
- 24 Mo 4/8 Use the News: Integrating Current Events and Issues TBA
- 25 We 4/10 Using Role Playing to Promote Active Learning Shaftel & Shaftel chapter
 Blue Book – pp. 139 - 147
- 26 Mo 4/15 Loose Ends, Unfinished Business and Post Mortems TBA
- 27 We 4/17 Unit presentations
- 28 Mo 4/22 Unit Presentations
- 29 We 4/24 Unit Presentations

INSTRUCTIONAL UNIT WRITE-UP II DUE

Additional Readings (included in TIS Packet):

Adler, S. (2001). A critique of the NCSS Curriculum Standards: A response. *Social Education*, 65(5), 315-318.

Alleman, J. & Brophy, J. (1996). Considering textbook limitations and strategies for compensation. *Social Studies and the Young Learner*. Nov/Dec., 4 – 7.

Gallavan, N. (1997). Achieving civic competence through a DRAFT writing process. *Social Studies and the Young Learner*. Nov/Dec. 14 – 16.

Mason, Terrence C. (1996). "Integrated curricula: Potential and problems." *The Journal of Teacher Education*. 47 (September/October): 263-270.

Mason, Terrence C. (1997). Bead! Exploring world cultures at the museum. *Social Studies and the Young Learner*, 10 (1), 6-8.

Merryfield, Merry & White, Connie. Issues-Centered Global Education, in *Issues-Centered Social Studies*.

Ochoa-Becker, A. (2001). A critique of the NCSS Curriculum Standards. *Social Education*, 65(2), 165-168.

Parker, Walter. (2001). Classroom Discussion: Models for Leading Seminars and Deliberations, *Social Education*, 65 (2), 111-115.

Shaftel, F.R. & Shaftel, G. (1982). *Role Playing in the Curriculum*. (2nd ed.), Englewood Cliffs, NJ, Prentice Hall.

We the People: A Project of the Center for Civic Education, Calabasas, CA

Westheimer, Joel & Joseph Kahne. 1998. Education for Action: Preparing Youth for Democracy. In *Teaching for Social Justice*, William Ayers, Jean Ann Hunt, & Therese Quinn, eds, New York: The New Press.