Course purpose and Goals

This course is the second in a two-part social studies methods course. The purpose of this course is to provide you technical skills needed in teaching. But more importantly, and to a larger extent, this course is developed to help you think about how you utilize and implement those skills and the consequences of those decisions on your students, their learning, and the larger social context in and around the school.

While many teachers try to take an objective stance toward social studies education, unfortunately, social studies is a political arena and one cannot avoid engaging in the politics of learning and knowledge if one is to teach social studies. As a teacher, you may choose to be cautious in voicing your opinions explicitly during your lessons, but you voice these opinions implicitly through decisions about what to teach, how to teach it, how to engage your students with that knowledge, and how to assess these students and their learning. Hence, it is imperative that future social studies teachers develop the intellectual capacity to think about the implications of decisions about teaching and learning. We all carry with us views of the world and beliefs about politics. The purpose of this course is not (necessarily) to change those views, but to bring them into the open to help you be more thoughtful about your teaching and to give attention to the formal, informal, and null or hidden curricula in your classroom.

Teaching is also an intellectual endeavor. There are plenty of organizations available who would like to do your thinking for you – provide you with scripted lessons, readings, and assessments. But such scripting is without context. It does not account for your students, your school context, and your own pedagogical beliefs, all of which affect how and why you teach. Thus, a good methods course does not provide you with the answers, but rather helps you ask questions in thoughtful ways and provides resources for you to evaluate what will work best in your classroom context. At the end of the course, you need to be prepared to thoughtfully pursue your own answers. There are two important types of thinking skills we seek to develop in this class – critical thinking and thinking critically. While these sound similar, they are unique ideas. The first is a set of skills regularly talked about in education – the ability to apply, analyze, synthesize, and evaluate ideas and information. Your work and contributions in class demand this kind of thinking. The latter is the ability to think critically about the issues you confront. This means that you develop the ability to analyze and frame the contexts around your teaching. You need to understand the politics of social studies knowledge and critically evaluate how you situate the knowledge you teach.
The second part of this methods course will be oriented toward developing skills, practices around these skills, and ways of thinking that you will utilize as social studies teachers. The attention to these skills is to help you become active, thoughtful, and critical writers/producers of the curriculum you teach, not merely consumers of curricula offered to you. We will begin by examining unit planning and developing unit plans. Units have become a critical division in the curriculum and the course will develop unit planning skills while also asking you to think about why we write such plans and how you as a teacher structure and choose the curriculum you will teach. This will include conversations about meaningful assessment as a component of the curriculum and the teaching/learning process. In a second unit we will engage in the critical reading of a variety of texts. As social studies teachers, you will find yourself employing many different texts (books, print media, maps, museums, photographs, etc.) with your students. In order for you to be prepared to read these texts critically with your students, we will examine and critically read these texts in class. Finally, we will continue to examine some of the threads and worldviews (our own and those around us) that shape social studies instruction.

Classes will be in the format of seminars in which we engage together about the issues important to you as social studies teacher and work together to support growth as social studies teachers. This requires that students value their own and other people’s participation as members of the seminar. The issues we discuss will arise from readings and from experiences you bring in the world and in your student teaching.

Guiding Questions (Course Goals)

- What is social studies and how can we use social studies to inquire critically about the world?
- How do we design units that use inquiry to challenge our students to think about the values of our societies and their participation in these societies?
- How are social, historical, and political contexts which surround school implicated in our curricular and assessment decisions?
- How do we read texts critically and incorporate these ways of thinking into the development of curriculum?
- What are the personal views, beliefs, and experiences that shape the ways in which you make decisions about how and what to teach in the social studies?
- How do teachers account for diverse student identities and needs; the classroom, school, community, and global contexts; and the mandated curricula in making decisions about what and how to teach the social studies?

Required Readings, Text, and Materials

Required


Other readings posted on Blackboard

*Highly recommended*


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**Course Expectations**

I believe that this class is an academic course, designed for master’s level students, and expect you to prepare and participate in the course as such. This includes being in class each week, coming with the materials necessary for learning, and participating with your peers in the seminars. All assignments are expected to be turned in on time. They should follow the format required for the assignment. This typically means that it will be typed, double-spaced, and using correct citations. If you would like to propose an alternative format or make other assignment modifications, please see me in advance of the due date.

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**Attendance**

Your attendance matters to all of us – you, your colleagues, and your instructor. Because of the seminar organization of this course, it is important to your learning that you are in class and available for our conversations and activities. You are expected to be professional in respect to attendance and punctuality just as you are in your professional life. If you have to miss a seminar, please inform me in advance via telephone or e-mail explaining the reason for that absence. Being chronically (3 or more times) late to class or missing 2 classes will result in a grade reduction. Missing 3 classes is grounds for failing the class.

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**Academic Integrity**

You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures up to and including referring you to the Office of Academic Integrity. Violations of the University's Honor Code include, but are not limited to improper citation of sources, using another student’s work, and any other form of academic misrepresentation. For more information, see the Carolina Community Student Handbook. Remember that the first tenet of the Carolinian Creed is, “I will practice personal and academic integrity.”
Students with Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester. Students with disabilities must verify their eligibility through the appropriate campus office.

Audiotape in class

The social studies methods sequence – EDSE 558 and EDSE 729 – have been significantly redesigned to think better about how we choose teaching methods in order to better align decisions about teaching content, methods, and students. The redesign of the courses comes because previous cohorts of interns do not fully appreciate the range of teaching methods. They have never experienced these methods as learners and have few examples of how and why these methods can be utilized in learning environments. Your courses are being taught with particular attention to these concerns. As such, I would like to study how I teach in this course and what you, the students in the course, are learning about methods in the process. While this is generally consistent with what we call good teaching – that we assess ourselves and our students in the process – I would like the opportunity in the future to potentially share what I have learned with other social studies educators. In order to learn more about what I am teaching and how you as students are making sense of the lessons, I would like to collect two types of data from you during the next year. The first is to audiotape our class meetings. The second is to keep a copy of your journals and other course materials like the Unit Work Sample in which you talk about the kinds of teaching methods you use in your classroom.

Assignment Descriptions

Class Participation and Attendance

Your active participation in this class (i.e. appropriate discussion, active listening, cooperative work, and timely completion of course assignments) is critical to your own learning and shows a commitment to the learning of your peers. The level of sharing, discussion, groupwork, peer feedback, and sharing of resources necessitates your presence and participation in class. Participation involves a combination of engaging in class discussions, being a reliable group member, and supporting your colleagues. Participation will also help you develop leadership traits (vision, self-knowledge, communication, integrity, and expanding leadership opportunities for colleagues) that will prepare you as a leader in your classroom, on teams, and in your school community. Your participation grade in this course is constituted by your participation in class and the classroom preparation activities designed to share ideas with other class members before coming to class.

Interactive Journals

Journals take on many different forms depending upon context, purpose, and person. There are multiple purposes for keeping journals during your student teaching experience. Your journals (for class and those written for yourself) will serve as documentation as you examine your growth and
development as a teacher. Journals also serve as a place for you to work through the ideas and feelings you are having regarding schools, learning, and teaching. Your journals will also serve as catalysts for conversations for our seminars and hopefully in dialogue with your mentor teacher, field supervisor, and peers. The reflection that takes place in your journals is another method for helping you develop your own practice as a teacher and to make meaning of this practice.

The content of the journals this semester should address issues related to social studies education (content, pedagogy, students’ understandings and misunderstandings, assessment and evaluation, etc.). You should be using the journals in this class to expose/reflect upon the issues that are important/revealing to you as a social studies teacher. Each journal should be a place in which to examine an issue in depth, exploring your own understanding and reaction to the issue and to consider reactions of others that may have helped bring this issue to you. Journals are not designed to be places to simply “vent” without depth and exploration. Journals do not have to draw or relate to your classroom. You are encouraged to think about your university work, conversations with friends, colleagues, family, books you read and ponder these in thinking about yourself as a teacher, your pedagogy, your classroom, or the area of social studies.

During the course of the semester, you should initiate at least two of your own discussion threads on Blackboard and participate in at least three discussions started by others. You may submit them at any time, but you may only submit one entry per week. We will use the issues raised in some of these threads in our classroom discussions.

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**Unit Plan**

This assignment builds upon our work from the beginning of the term and is ideally linked to a unit being taught in your first teaching placement. The unit plan is also a smaller version of the Unit Work Sample you will complete in the spring. The unit plan should address the issues and questions we addressed as a class regarding unit planning. While the actual assignment falls upon you, it is expected that you will engage with your mentor teacher and field supervisor regarding the framework and placement of the unit and for feedback through the drafts of your unit plan.

The assignment is an opportunity to synthesize the content and methods from EDSE558 and prepare you to think about how to organize units of instruction. Your unit plan will have 5 major sections but it is critical that these individual elements are bound. It should be clear how your unit objectives fit the rationale you outlined. Your daily lessons should clearly be subsets of the unit goals. Your assessment should assess the ways of thinking and content you show is important throughout the unit. Your methods and resources should fit the students you are teaching. Ideally, the relationship between these will simply be apparent in your prose. If the relationships are not immediately clear to a reader, you should attach an additional page with a narrative or a flowchart that highlights the relationship and flow between the different sections of the unit plan. The assignment is less about what you actually do as a teacher in the classroom and more about the thinking that underlies this teaching. You will have to make decisions as a teacher about what to teach and these should be reflected in your unit plan.

The five components:

- **A classroom context**
  Describe the students you are teaching. Who are the students in your class? What are the
dynamics that are unique to/describe the group? What special needs and considerations are present in this class?

- **Rationale**
  This provides your purpose and explains the particular focus you are choosing. Your unit has something that threads it together and holds a reason for teaching beyond “it is on the test.” What is the unique approach you have taken to this unit? What ideas, concepts, ways of thinking thread the unit together? Why is this unit important? Why is it important to these students? Why have you chosen this particular approach? Why now? (It comes next chronologically is a wrong answer.) How does it connect to what has already been taught? How will it situate and prepare learners for what is to come?

- **Unit goals and objectives**
  What are the handful (5-7!) of skills, content, and thinking that you expect students to understand or be able to do at the end of this unit that they were unable to do before?

- **Teaching strategies/activities**
  You do not need to write daily lesson plans since you are not actually teaching the unit, but you do need to explain how the unit is being implemented. For each day in the unit, list the objectives for that lesson and at least one method you would use. As a whole, list at least 5 resources you will use in the unit (only one may be a textbook).

- **Major unit assessments**
  Describe in some detail any major assessments you are giving – what is their purpose, how are they organized, what thinking and content will they evaluate?

Due date: Friday October 2, 2009 (by midnight)

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Critical Analysis of a Text

Using our work with different texts in class as a model, this assignment asks you to critically evaluate a text you or your coaching teacher have used this semester. The text you select may be any tool for learning that you employ such as those modeled in class. The purpose is to have you evaluate this text for what it does and does not reveal to students and how it is situated in relation to other texts and concepts in this unit of instruction and in the course you are teaching. Remember the three says of reading a text – with, upon, and against – and be sure to use all three. Consider the direct message but then also more closely examine the larger story the text tells students. It is far better to take something small and look at it closely than work with something large. The questions below are meant to be questions that help your thinking. Your final product is a 3-5 page essay which means it should have a thesis/argument that you develop in the paper. It is not simply a set of responses to the questions. The questions help you with the thinking so that you have ideas to organize and write about.

These are some questions which may help you to begin the critical evaluation (you also have the questions we used to read newspapers and other texts in class):

- What is the purpose for using this text and how is it situated in a unit of instruction?
- How do you use this text with students and why?
- Read with (what are the main ideas), upon (what is the context of the author and the agenda), and against (whose voice is not heard and why) the text.
- What is the standpoint of the author?
- What is the intention of the text? What are ways people with different experiences may
Carrying a Critical Issue into the Classroom

In EDSE 558, you concluded the semester with a research paper on a critical area in the social studies and one of interest to you. This assignment is designed to follow-up on this thinking. As teachers, you are also learners and should be constantly posing questions about your practice, what you are teaching, your students, your school, etc. This assignment is designed to start building this practice by linking a theoretical interest and classroom/school practices. You will be asked to develop a small research project in which you pose a question and collect data in your classroom or practice to help you reach conclusions about that question. There are many options for what this might look like. You might try an intervention – take a practice you wrote about and try it then examine student and teacher reactions, results, etc. You might design an inquiry – a survey of students or teachers related to their thinking about a subject. You might design an inquiry based on observations in your classroom. It all begins with a good question. The protocol below outlines this activity.

1. You should begin by posing a question that stems from your research or other research you have since encountered.
2. You should then detail the kinds of data that will help you find answers to the question.
3. You will then implement the study/collection of the data.
4. You will then wait. DO NOT WRITE UP ANYTHING OFFICIAL. As part of our work on assessment, we will decide on the best ways for you to present and me to evaluate your work.
5. Finally, with possible assessments in hand, you will develop the final product.

Due date: Monday December 7 (by midnight)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Due Date</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Class participation and attendance</td>
<td>daily</td>
<td>10</td>
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<tr>
<td>Journal</td>
<td>rolling</td>
<td>15</td>
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<tr>
<td>Unit Plan</td>
<td>Oct. 2</td>
<td>25</td>
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<tr>
<td>Critical Analysis of a Text</td>
<td>Oct. 23</td>
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<td>Carrying a Critical Issue into the Classroom</td>
<td>Dec. 7</td>
<td>30</td>
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<td><strong>Total Points</strong></td>
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Grading Scale
A  94 to 100 points
B+  89 to 93 points
B   84 to 88 points
C+  79 to 83 points
C   74 to 78 points
D   70 to 73 points
F   69 points or below

Sandra’s Teaching Philosophy

• Teaching is an intellectual endeavor. Being a teacher means engaging in academic inquiry and thought. I hold high expectations for the quality of work and preparation for class.
• Teaching happens at the intersection of theory and practice. As teachers, we are constantly theorizing in order to improve practice and our practices are helping us rethink our own and other theories. Because of this, this course is both theoretical and practical and values both. More importantly, I encourage students to be engaging with theory, deconstructing it out of experience, and developing new theories to use as teachers.
• I come from a critical tradition of thought and am not apologetic about this. I like to be upfront because I think you will figure out my philosophical tendencies anyway. As a critical theorist, I consider the social, political, and historical contexts in which we teach and how we participate in these systems through our teaching. My goal is not to change your thinking as much as to have you think about your ideas and understand where they come from and how they position your curriculum and students.
• My role as a teacher is to facilitate learning. I want to ask questions and provide experiences that generate independent and critical thinking in my students.
• Critical reflection of ourselves and our teaching is integral to our development as teachers and to creating a trajectory of learning which will extend well beyond our time at the university.
• Grades are a complicated notion, especially in a year dedicated to learning not evaluation. As such, the university mandates that I give out grades at the end of each term. I believe that grades should reflect depth of thought and analysis of ideas not merely effort. I also believe students should have opportunities to revise work and to create learning and evaluation opportunities suitable to their learning. You should communicate with me to ensure that the grading in this course supports your learning.
## Course Outline and Reading List

**EDSE 729. Teaching History/Social Studies in Secondary School**

<table>
<thead>
<tr>
<th>Class session</th>
<th>Planning Topic</th>
<th>Content Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Seminar 1</td>
<td>August 24</td>
<td>Unit planning</td>
<td>Methods for critically reading text</td>
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<td>Seminar 2</td>
<td>August 31</td>
<td>Unit planning</td>
<td>Reading newspapers</td>
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<td>(p. 1-37)</td>
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<td>Bomb)</td>
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<td>Textbook chapter on WWII</td>
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<td>Seminar 3</td>
<td>September 14</td>
<td>Unit planning</td>
<td>The photograph or the photographer?</td>
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<td>Giroux.</td>
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<td>Seminar 4</td>
<td>September 21</td>
<td>Unit planning</td>
<td>Distinguishing primary and secondary documents</td>
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<td>Barton, K. <em>Six myths of primary sources.</em></td>
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<td>Seminar 5</td>
<td>September 28</td>
<td>Unit plan presentations</td>
<td>What goes in the center of the map?</td>
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<td>Seminar 6</td>
<td>October 5</td>
<td>Lesson planning</td>
<td>Designing an inquiry project</td>
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<td>Chapin, J.R. <em>Middle and Secondary Social Studies</em>, pp. 56–60 (Lesson Plans)</td>
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<td>Seminar 7</td>
<td>October 12</td>
<td>Midterm exam</td>
<td>Textbooks as resources, not “the great holder of all information”</td>
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<td>Loewen, J. (1995) <em>Lies my teacher told me.</em> (intro, 11, 12, group chapter)</td>
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<tr>
<td>Seminar 8</td>
<td>October 19</td>
<td>Writing a good test</td>
<td>Visiting museums</td>
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<td>Museum readings (Choose 1):</td>
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<td>Ellsworth, E. <em>The US Holocaust Memorial Museum as a Scene of Pedagogical</em></td>
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</table>
| Seminar 9  
| Seminar 10  
| Seminar 11  
| Seminar 12  
| Seminar 13  
November 23 | Globalization | Globalization | Readings on the history of the World Bank and IMF |
| Seminar 14  
November 30 | Resource share | Putting the course together – theory into classroom examples |